|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Date of Assessment:** |  | | **Assessor/s:** |  | **Review Date:** | | N/A | | | **Assessor/s Signature:** | |  | |
|  | | | | | | | | | | | | | |
| **Description of Activity:** | | | Early Years Foundation Stage Learning Curve Programme | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Location:** |  | | | **Date of Activity:** |  | | | | | **Persons Exposed:** | |  | |
|  | | | | | | | | | | | | | |
| **Activity** | | **Potential Harm** | | **Existing Risk Control Measures** | | **Level of Risk** | | | | | **Additional Control Measures** | | **Person Responsible** |
| **Probability** | | **Severity** | **Risk Score** | |
| Introduction: Story | | Falling over / bumping into each other | | Children sit on the carpet during story | | 3 | | 1 | 3 | | * When acting out instruct children to be aware of each other and walk | |  |
| Session One: What do we use energy for? | | Falling over / bumping into each other | | Ensure safe space to play the game | | 3 | | 1 | 3 | | * Check for any obstructions * Advise children to be careful of each other * Check for suitable shoes / undone laces * If space is not big enough or safe then adapt game to be jumping up rather than running | |  |
| Session Two: Powerful Sun | | Puddles on the floor | | Cups are provided to catch drips | | 2 | | 1 | 2 | | * Paper towels * Area to be checked afterwards for any water on the floor | |  |
|  | | Children feeling cold | | Cups are provided which allows the child to put the ice down at any stage | | 2 | | 1 | 2 | | * Give opportunity for children to wash hands in warm water if they complain of being cold | |  |
| Session Three: Saving Water | | Water spillage | | Activity to be done in a suitable “wet” area | | 2 | | 1 | 2 | | * Taps to be monitored by an adult to avoid being turned on too fast | |  |
|  | | Spread of germs | | Different toothbrush to be used for each child | | 2 | | 1 | 2 | | * Toothbrush to be thrown away afterwards to avoid it being put down and picking up germs | |  |
| General | | Use of pencils | | Children are already familiar with using pencils | | 2 | | 2 | 4 | | * Ensure plenty of space to avoid anyone getting poked by a pencil | |  |

Risk Rating Grid

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Severity** | | | | | | |
| **Probability** |  | | **Nil** | **Minor** | **3-day** | **Major** | **Fatal** |
| **1** | **2** | **3** | **4** | **5** |
| **Very Likely** | **5** | 5 | 10 | 15 | 20 | 25 |
| **Probably** | **4** | 4 | 8 | 12 | 16 | 20 |
| **Possible** | **3** | 3 | 6 | 9 | 12 | 15 |
| **Remote** | **2** | 2 | 4 | 6 | 8 | 10 |
| **Improbable** | **1** | 1 | 2 | 3 | 4 | 5 |