

RISK BENEFIT ASSESSMENT

Location / Activity:	Exploration of mathematical and scientific concepts in a woodland area	Date:	27/09/2022
Assessor:	Chelsea Davies	Review date:	27/03/2023

The boxes in the table below will expand as you type into them; pre-entered text is simply for illustration. You should delete irrelevant items and replace with text relevant to your circumstances.

Your overall risk rating – Low, medium or high – is based on your judgement about whether the **BENEFITS** of the activity or opportunity outweigh the **RISKS**.

Experience exploring outdoor space in photograph	How will young people BENEFIT from this activity?	Hazards and risks	Who is at risk?	PRECAUTIONS in place to reduce the risk of injury	Overall risk RATING : L/M/H
Stream	• Exploration of science and maths through exploring a new resource • Develop gross and fine motor skills • Valuable opportunities to experience through doing-lifting, pouring, stepping. • Connection to nature through curiosity.	• Drowning • Stronger water force during a high rain period • Ingesting water-could cause illness	Children Educators	• Educators to monitor the stream and follow safety policy during higher rain months. • Educators monitor children around the stream closely, children must wait for adults' supervision to explore the water. • Educators discuss with children the importance of water safety • Educators discuss with children the importance of not consuming any water from the stream, no items used to be brought up to mouth.	L

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Exploration	• Opportunity to freely explore allows children to release their curiosity and supports well-being. • Children get a feel for nature while exploring the outdoors. • Mathematical and scientific concepts for naturally, counting leaves, bugs stones and studying bugs, racing sticks on the stress for example. • Physical development through climbing, bending, running.	• Children may get lost within the area, can result in them being upset. • Children may harm themselves by falling or contact with hazardous plants.	Children	• Practitioners discuss with the children before entering the woodland that they are able to explore the area but must not wonder off from practitioners. • Practitioners ensure they continuously head count the children for the duration, • Practitioners stay within ratio to ensure all children are accounted for by an adult.	L
Clothing/ Footwear	• Through correct footwear the children will be able to explore the area more effectively and therefore benefit their physical development. • Outdoor clothing suitable for a muddy and wet area, the children are able to freely explore the stream and woodland without getting wet and cold. • Children are able to be responsible for dressing themselves into their outdoor clothing and footwear.	• Children may get wet through • Children may get cold	Children Educators	• Setting provides puddle suits for all children attending the woodland area. • Parents are encouraged to provide children with an ample number of spares for the children. • The setting has a box of spare clothes for the children. • Children are able to leave adequate clothing and footwear in the setting for outdoor exploration.	L

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Plants/ Algae	• Exploration of plants can lead to the children understanding how things grow. • Seeing different insects that are drawn to different plants. • Learning life cycles- Plants grow at different times of the year. • Understanding what plants are safe to touch and explore and which plants can be hazardous. • Sensory opportunities, smell, touch and see.	• Plants can be hazardous and cause reactions or illness. • Plants can have sharp thorns on stems. • Ingesting poisonous plants. • Children may have allergies.	Children Educators	• Before entering the woodland practitioners are to discuss with the children the possible risks of eating or touching unknown plants. • Practitioners are to cordon off any area that contains a plant that can be of significant harm to the children. • Children are informed of plants to avoid within the woodland. • Practitioners are to ensure children wash their hands thoroughly before touching their faces. • Children are given rules to follow about plants, no picking berries.	L
Slippery surface (Around stream and overstepping stones, mud areas)	• Children are able to develop physically through gaining balance in slippery areas. • Understand vestibular sense and friction within the areas. • Opportunity for children to jump in muddy puddles and explore the textures in muddy areas- Sensory opportunity.	• Children may fall and hurt themselves. • Slip into water when crossing the steppingstones.	Children Educators	• Children and practitioners are to wear practical outdoor footwear that have no slip. • Before returning to the setting practitioners and children are to remove their wet and dirty shoes. • Practitioners are to carry out a risk assessment check of the surface area before each visit.	L

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Climbing Trees	- Through climbing trees and being in close contact the children are creating connections with nature. - Provides challenges for the children develops their gross motor skills. - Develop physically through climbing, using arm and leg muscles also benefits children's coordination. - Problem solving- Finding a safe way to climb.	- Children may fall and hurt themselves. - The tree may not be secure and safe to climb, causing an accident. - Low branches may catch children in the face, cause scratches.	Children	- Practitioners supervise the children whilst they are climbing the trees. - Practitioners' assess the strength of the trees in the area. - Children are educated on which trees are secure and safe to climb.	L
Uneven surface	- Develop vestibular sense-balance. - Understand force, rolling down, can't roll up have to walk up. - Developing muscles. - Approach a gradient differently to flat surface may have to work harder to remain upright.	Children may fall, cause bruises, sprains to ankles or wrists.	Children Educators	- Practitioners can explain to the children that there is uneven ground within the woodland area that they are able to explore. Encourage children to explore slowly before they feel confident on the surface. - Correct footwear to be worn- Soles with grip and ankle support.	L
Animal Faeces	Children able to identify what animals are living within the woodland through the different types of droppings.	- Animal faeces can carry harmful germs and parasites. - Cause health problems.	Children Educators	- Practitioners to educate the children on good hygiene and ensuring that they do not come into contact with faeces in the area. - Practitioners to check the area before children enter- remove faeces or close off the surrounding area.	L

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Loose parts	- Children can develop their creative thinking whilst using loose parts found in the woodland. Sticks, stones, pots for example. - Open ended materials that can open up opportunities of independent exploration. - Loose parts can develop mathematical and scientific concepts- magnifying glass, counting sticks. - Develop fine motor skills whilst gathering the small loose parts.	- Children may harm themselves with the objects found. - Accidentally harm peers with objects. - Objects may be sharp. - Children may put small objects in their mouth. - Children may collect unwanted items- rubbish, glass.	Children Educators	- Discuss with the children that loose parts found within the area can cause harm and encourage them to be used carefully and correctly. - Practitioners to check the area to ensure that no loose parts are found within the area that could cause significant harm. - Ensure that children follow a no materials in mouth rule.	L