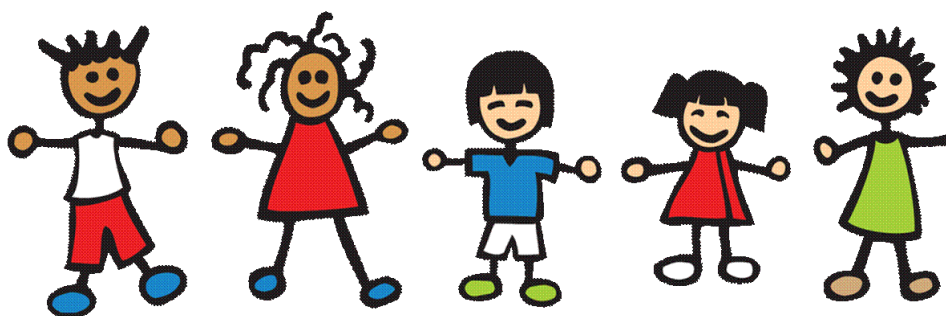


Name of the programme	BA HONS Management and leadership skills
Name of the module	Managing Projects in the Workplace
Module number	BMSW5104
Student name	Faeryn LaVerick
Student number	2007555
Lecturer name	Sujeewa Herath



😊PROJECT NURSERY😊

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INTRODUCTION

This business plan is framed in the context of the HTC Big Local Area's function as a hub of economic activity and a provider of learning, health, and care services for the HTC Big Local and its surrounding areas. The community's aim is for a comprehensive range of play, nursery, childcare, learning, and youth facilities, in keeping with the Council's aspirations for its children in other areas. Following the HTC Big Local Area's recommendation, the members of HTC Big Local agreed that £50,000 from the lottery fund contribution go towards the education setting for younger children in the area, this was needed for the setting up of a nursery and childcare provision to put in place a facility and meet growing need and demand, subject to the end of covid restrictions and the demand for child care places within the area, and thus the production of a sustainable business plan.

This business plan describes the existing and evolving backdrop, as well as the expanding demand, the necessity of quality service in the HTC Big Local region, and a unique partnership proposal. It also covers the estimated costs of establishing the nursery, the finances collected, the implementation timeframe, and the nursery's financial sustainability. The final component examines the impact and return on investment over time.

HTC Big Local Hub

1 Donnithorne Avenue

Nuneaton

Warwickshire

CV10 7AF

02476 933175

HTCBigLocal@Wcava.org.uk

The planned enterprise incorporates a building in the heart of the community, presently known as The HTC Big Local Hub.

The organisation is currently a lottery-funded entity affiliated with the LTO; a charitable organisation called WCAVA. The Space offers play, leisure, and after-school activities for children aged 4 to 14, as well as arts and craft groups, coffee mornings, afternoon teas, holiday events, and much more available for anybody throughout the community to celebrate equality

and diversity with the bringing together of the community with the age range from birth to after retirement age at our well-established community organisation.

In brief, the proposed venture would:

- Provide a profitable 40-place nursery in the HTC Big local neighbourhood, which will be housed at The Space for a period of 3-5 years or more.
- In order to meet the present and future demand, to be able to benefit from any future developments in the area.
- Support The Space is the manifestation of its concept for the HTC Big Local's future function.
- Ensure that lottery funds are spent correctly on nursery equipment under the supervision of WCAVA, receiving nursery project reports, and then monitoring through the established Inter Agency Group, which includes Ofsted.
- Support the creation of a broad quality offer in the region by collaborating through the Inter Agency framework, which brings together all of those in play who work with children and young people and contribute to a variety of community goals in the HTC Big Local area.

ASPIRATIONS

INCREASING OPPORTUNITIES FOR EMPLOYMENT AND SKILLS

INCREASING ASPIRATIONS AND COMMUNITY WELLBEING

HISTORY

10 years ago, a survey was done by the local trust that showed areas around the country that were living below the line of poverty, these areas were given 10yrs and £1 million pounds to use in ways to enable the community to raise themselves back above the poverty line. With the impact of covid the 10yrs were extended so now all “Big Locals” have until 2025 to achieve the aforementioned or sustain a legacy allowing them to become self sufficient and continue doing the amazing work set out to help the communities that they are part of better themselves for years to come

COUNTERACTING POVERTY

This business plan outlines the strategy to open a Children’s Day Nursery within the HTC Big Local area which hopes to provide the growing population of the area with adequate child care places to allow the majority of both young and old parents to access the availability of work within the growing industrial areas surrounding HTC Big Local, allowing to be provided a much-needed service to hilltop and Caldwell areas. The nursery will be operated by HTC Big local, sadly the condition of other buildings that were outlined for early years settings have deteriorated to the point where they were no longer fit for purpose. The new nursery will be aiming to achieve an ‘Outstanding’ rating from Ofsted and will be very popular with families living in the HTC Big Local area. There is currently no nursery within the area.

Other nurseries in the neighbourhood used to offer a very popular service, with a 94 percent capacity and a long waiting list in their final years of existence. In just a short time of canvassing, a petition to reopen the nurseries received over 500 signatures, and the service is obviously missed by local families with small children.

Despite the fact that the Neighbourhood Plan is still in draught form, public input strongly supported the provision of nursery facilities in the area, in light of the nurseries' relocation and closure. Such amenities may be built at an entirely different location, such as outside the HTC region, though the community were not satisfied with this.

Despite the fact that the Neighbourhood Plan is still in draught form, public engagement indicated that the region needed nursery facilities in light of the relocation and closure of the other nurseries. Such facilities might be built in an entirely new location, such as outside the HTC Big Local Area, or as part of the renovation of existing new developments.

I hereby put forward the plans for a nursery in the HTC Big Local Area.

Pictures in appendices 1

THE IMPACT OF COVID 19

There is no question that the COVID lock down and isolation have had a significant impact on the health of the communities in Caldwell and Hilltop. This revised nursery plan includes the proposed Hill Top and Caldwell Big Local response to those effects on community well-being and organisations in the Big Local region, which have also been significantly affected by the epidemic.

As of March 9, 2021, there were 6,264.9 instances of Covid-19 in Nuneaton and Bedworth, according to the Warwickshire Director of Public Health's Annual Report 2020/202, compared to 5,207.9 cases in Warwickshire and 6,579.3 cases in all of England. As a result, Nuneaton and Bedworth had a rate that was greater than the Warwickshire average but lower than the rate for all of England.

Covid fatalities were substantially more common in Nuneaton and Bedworth, where they were recorded at 211.7 per 100,000 people, compared to 181 per 100,000 in Warwickshire and 195.2 per 100,000 in England.

Nuneaton and Bedworth saw some of the highest Covid-19 rates in Warwickshire and the whole West Midlands throughout the epidemic. For instance, the government's postcode checker revealed that Caldwell and Chilvers Coton had the highest rate in the region in April 2021, while Nuneaton and Bedworth had the highest rate in the whole West Midlands³. Once more, Nuneaton and Bedworth had the highest Covid-19 rate in the West Midlands in October, six months later.

Nuneaton's Caldwell and Chilvers Coton neighbourhood was worst afflicted by Covid-19-related mortality in the early months of the pandemic⁵. With 316 deaths at the end of July 2020, Caldwell and Chilvers Coton had by far the most fatalities in Warwickshire.

WORK BREAKDOWN STRUCTURES (WBS) AND GANTT CHART

In order for everything to run smoothly both leading to and after the transition of becoming a nursery it is mandatory that a WBS is put in to place alongside a Gantt chart to show timing and progression on each step of the way towards completion. To begin this process, I have made a simple list of decisions that have to be made:

- List of tasks
- Start and end dates for each task
- Task dependencies
- Task owners
- Team members allocated to each task

List of tasks:

1. Collection of donations, toys etc...
2. Setting up of equipment, educational toys with learning criteria to match key stages
3. Painting a child friendly memorial on the outdoor play area wall
4. Interviewing voluntary and paid staff with CRB (such as nursery coordinator)
5. Advertising opening
6. Decorating the hub nursery friendly
7. Registration of children attending
8. Organising open day
9. Opening day

Start and end dates for tasks:

1. 30th – 31st August
2. 8th-9th September
3. 1st-4th September
4. 29th-31st August
5. 15th- August – 12th September
6. 1st-4th September
7. 15th August – 12th September
8. 7th-9th September
9. 12th September

Task Dependencies: dependency can be seen in 4 different ways

- Finish to start

- Finish to finish
- Start to start
- Start to finish

With each task dependant on another to have either started or finished an order of dependence will be seen to appear showing the importance of each task so another can be started with it either being completed or done enough to enable another to begin. This is called a Project network.

Task owners: a person in charge that takes lead on a task to ensure that they are completed.

1. Faeryn Laverick
2. Emma Neal, Eileen Young
3. Neil Hargreaves (local artist)
4. Ann Cox and Alison Thompson (LTO)
5. Naamah Lesly (PR) to be completed advertising in HTC Big Local News Letter, area leaflet runs, Local Radio station (Anchor) and posters in and around the community and HTC hub.
6. Eileen Young (head of child care), carol Ann Day (head of little saints stay and play)
7. Alison White (admin) and Alison Thompson (LTO)
8. Emma Neal, Faeryn Laverick
9. Faeryn Laverick, Emma Neal

Team members allocated to each task:

1. 2 Volunteers and 1 staff using car share to help the environment
2. 2 Volunteers and 1 staff
3. Local Trusted voluntary artist
4. Chair of committee and 2 administrations utilising the HUB and office
5. 2 Volunteers and 2 staff
6. 2 Volunteers and 2 staff
7. Administration team
8. Entertainment committee (4-5 committee members) to be discussed and arranged in a special meeting.
9. Admin, qualified staff, and new employees as a celebration to welcome families and children to the new childcare setting being provided by HTC Big Local.

These results can be displayed in many ways in forms of charts and graphs.

See appendix 2

PROJECT NETWORK

A Project network is created to show order of importance so the transition flows gently until the project is completed as smoothly as possible, it allows a visual to be seen so all involved know the orders and why it is important that things are followed as planned right through until completion. the order in which tasks must be completed to complete the project, as well as the interactions between tasks and work packages inside a WBS.

- 5, Advertising opening
- 7, Registration of children attending
- 4, Interviewing voluntary and paid staff with CRB (such as nursery coordinator)
- 1, Collection of donations, toys etc...
- 6, Decorating the hub nursery friendly
- 3, Painting a child friendly memorial on the outdoor play area wall
- 8, Organising open day
- 2, Setting up of equipment, educational toys with learning criteria to match key stages
- 9, Opening day

See appendix 3

STAKEHOLDERS ANALYSIS

We spoke with a variety of stakeholders operating in the Big Local region as part of our asset mapping of the neighbourhood and the activities going on. Overall, the dialogues revealed support for Big Local's work in the region and several prospects for collaboration, notably in the areas of parks and the environment, community involvement, young people, and families. The discussions, however, revealed a need to shift from the position of being commissioned to considering the possibility of aligning their work and resources with those of Big Local. As a result, there would be more possibilities to collaborate in order to accomplish the goals of both the stakeholders' objectives and the Hill Top and Caldwell Big Local plan priorities such as the new nursery.

See Appendix 4

It is evident that there is considerable potential to engage in conjunction with stakeholders to pool resources and expertise to focus on some of the growing concerns for the Hill Top and Caldwell Big Local region, even though there are still a few more talks to have with stakeholders. For instance,

- absence of childcare facilities
- food waste, revenue maximisation, food security, strategic food provision, and health and wellbeing
- environment and green areas for young people
- Sustainability of local venues, including the Hub
- addressing deviant and criminal behaviour

Through the use of a Stakeholder Forum and Venue Network, the Big Local partnership will bring stakeholders together to generate ideas and possibilities for collaboration while concentrating on priorities for the Big Local communities. Additionally, it will make it possible for current events to be better coordinated and communicated, ensuring that community spaces are utilised to their full potential.

CONSIDERATION ON COSTS/RESOURCES FOR THE PROJECT

HTC Hub Annual Running Costs

As you can see some costs are annually paid, some are monthly, these are based on 2021/22 expenditure so you could see some increases in future years. The lease was signed by WCAVA for 2 years starting in February 2021, so this current lease ends March 2023.

Item, Annual Cost, Notes

Rent, £ 6,750.00, Paid until 4/3/23. Initial 2-year lease 5/2/21-4/3/23. No guarantee of extension or rent level

Water, £ 216.00, Paid monthly, approx. £18pm

ND Rates, £ 222.72, Based on 22/23 rates, inclusive of charity mandatory rate relief (80%) & Retail, Hosp & Leisure Relief (50%)

Insurance (NBBC), £ 205.98, Donnithorne Ave insurance 01.01.21 - 31.12.21 (contribution to NBBC as per lease)

Insurance (WCAVA), £ - No additional premises premium levied

Electricity, £ 1,800.00, Estimate based on 2021 payments. Example December invoice £693

Photocopier, £ 720.00, Part of wider WCAVA contract with Sharp; lease £90per qtr., £30 monthly min copy charge

Stationery, £ 500.00, Estimate based on 2021 payments, paper, laminating pouches, envelopes etc

Telephone, £ 504.00, Estimate based on 2021 payments. Average £42pm

Hygiene Solutions, £ 185.00, Estimate based on 2021 payments (hygiene bin, air freshener)

Cleaning, £ 1,560.00, Estimate based on 2021 payments. £30pw

Refreshments, £ 520.00, Av £10pw

Repairs & Renewals, £ 1,300.00, Estimated cost based on 10% of expenditure

Total expenditure per year to run the hub as is, £ 14,483.70

With the proposed nursery running on a 2-year plan and the chance of a further 2-year lease, an additional £14,483.70 simply for every day running of the HTC HUB will be paid from other lottery funding still leaves a ballpark figure of around £35,000 per year to run and facilitate the childcare setting proposed as the additional service provided by HTC Big Local.

With the minimum cost per child at around £2.50 - £4 per day per child the average annual income in addition to those that are able to get the childcare grant from the department of work and pensions (free child care places) brings in an estimated £26,000 - £41,600 that will help cover costs incurred on top of staffing with the correct amount of qualified staff enabling a legacy to be able to continue with the nursery for years to come.

Due to being a lottery funded project along side fundraisers for the nursery that were very successful a large amount of the items needed have been donated from surrounding companies and the community surrounding the HTC area. Also, a lot of volunteers have come forward to work the nursery X amount of hours per week easing the cost of staffing whilst giving the community a chance to achieve qualifications while on the job, enabling HTC to meet criteria stated in the end of term plan leading in to the legacy and beyond. As a Big Local we are already well blessed with a richness of available willing volunteers along with a catalogue of contacts that enable us to carry out the day to day running of the HTC Hub, with the availability to access funding that allows us to help the community in as many ways as possible.

RISK ASSESSMENTS

To assist children, develop their foundational abilities, we strive to provide a broad variety of interesting and engaging learning activities throughout the Early Years environment. There are hazards as well as advantages in every environment when there are several kids playing and working together. We take children's health and safety very seriously, and we evaluate each situation by weighing the potential risks and benefits. Then, after discussion, we can decide whether the risks can be managed effectively and whether the benefits are true, reasonable, and effective in advancing children's learning.

The risk analyses that follow address the key components of both the indoor and outdoor environments. The basic check list includes the things we need to think about every day before letting parents and kids into the space. We cover toileting, first aid, and safety.

See appendix 5

CLOSING STATEMENTS

As a foreseen within this document/Nursery plan there are no circumstances that dictate anything other than the document/nursery plan is a no brainer, it is clear that the right backing and the funding is there to make the project work and that there is a dire need for the services the plan will provide within the HTC Big Local constituency.

The plan offers more than just a childcare setting but provides both work and education that is going to benefit the community also allowing members of the community to attend work and better themselves, as part of the structure on what the Big Local was put forward to deliver.

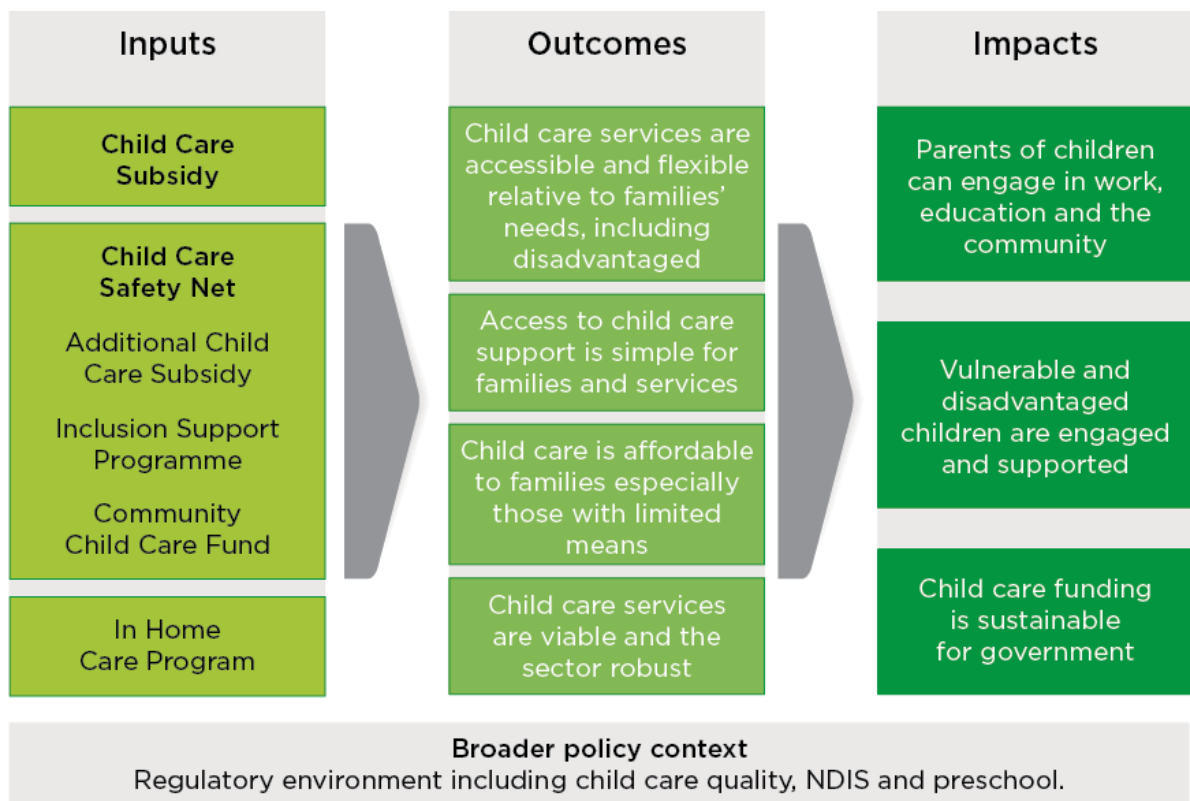
It is with this that I call up on your better judgment to help endorse the project and guide me to bring the project to fruition.

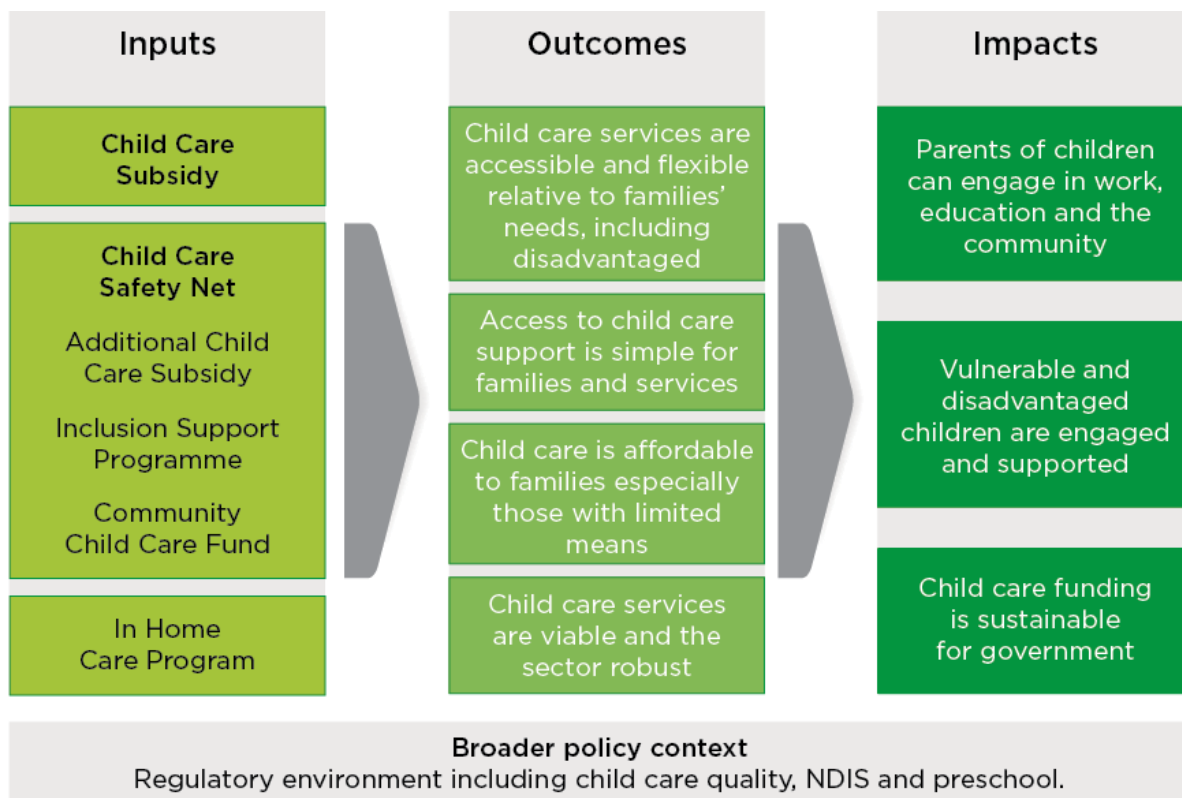
Appendices

1.

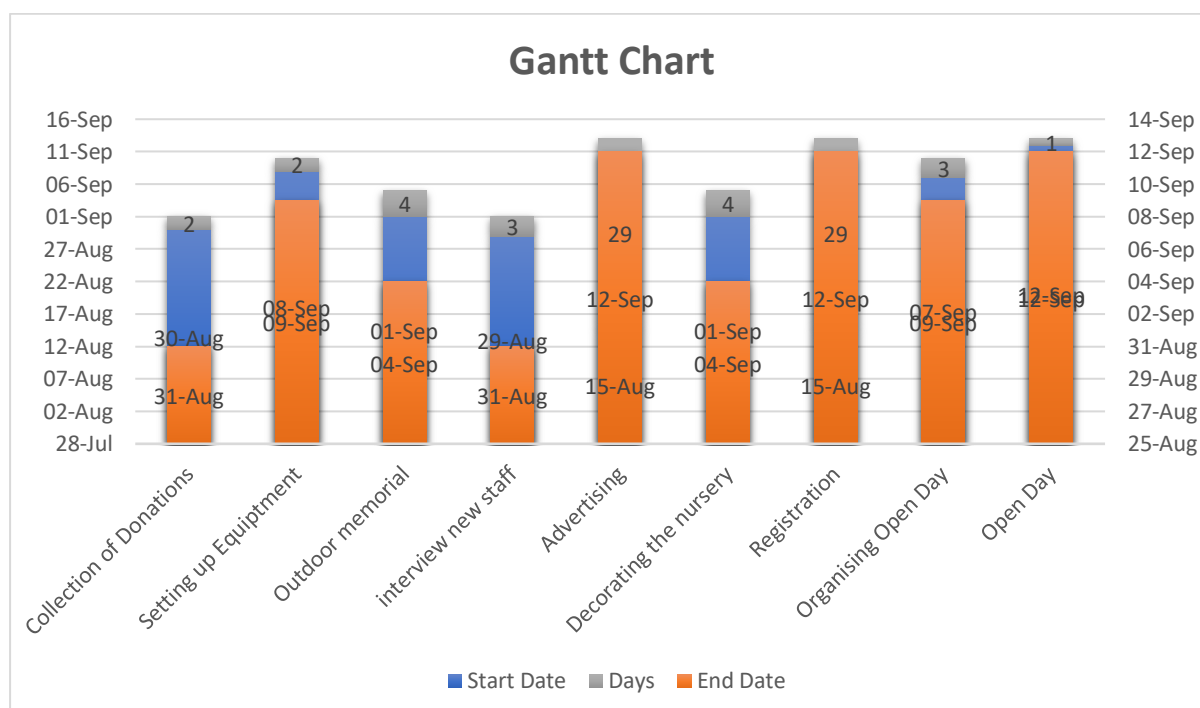






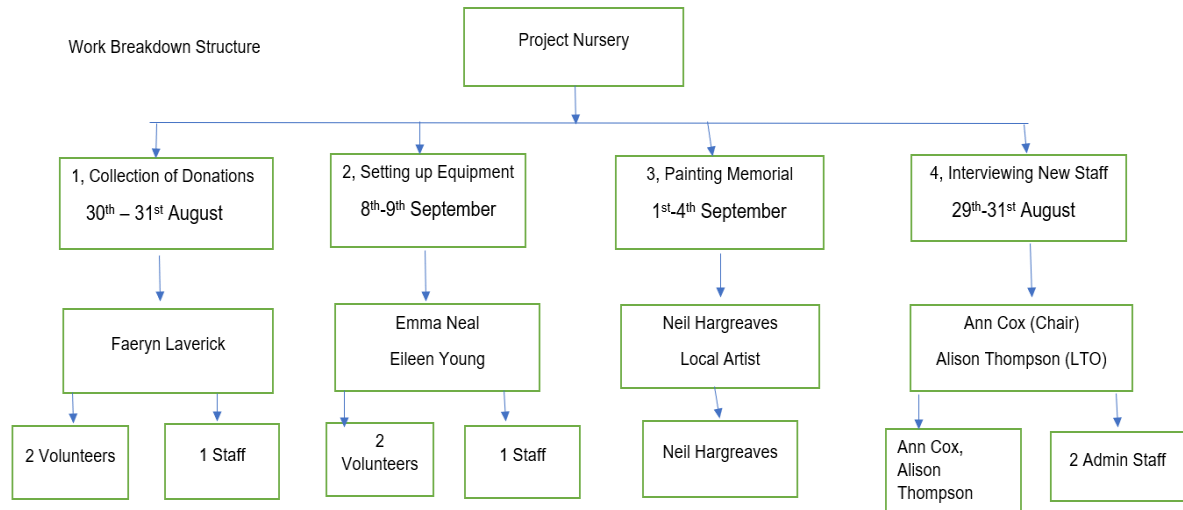


Appendix 2

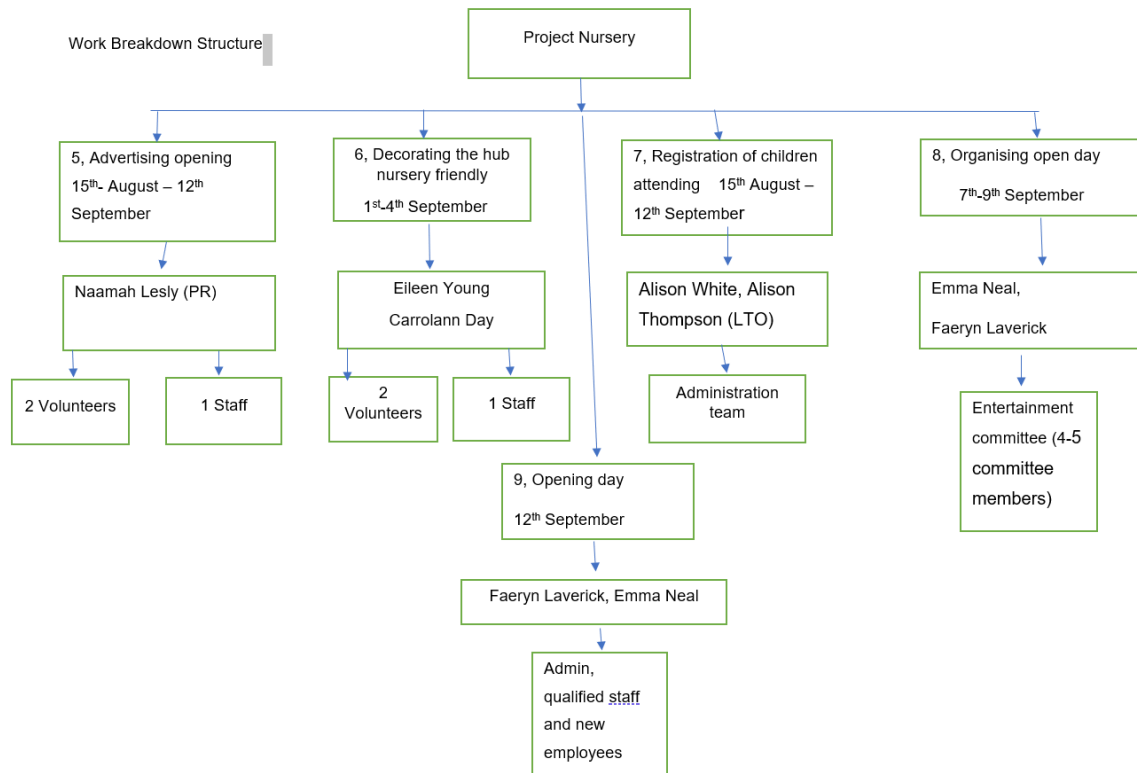


(How To Make a Gantt Chart in Word in 5 Steps (Plus Tips), 2022)

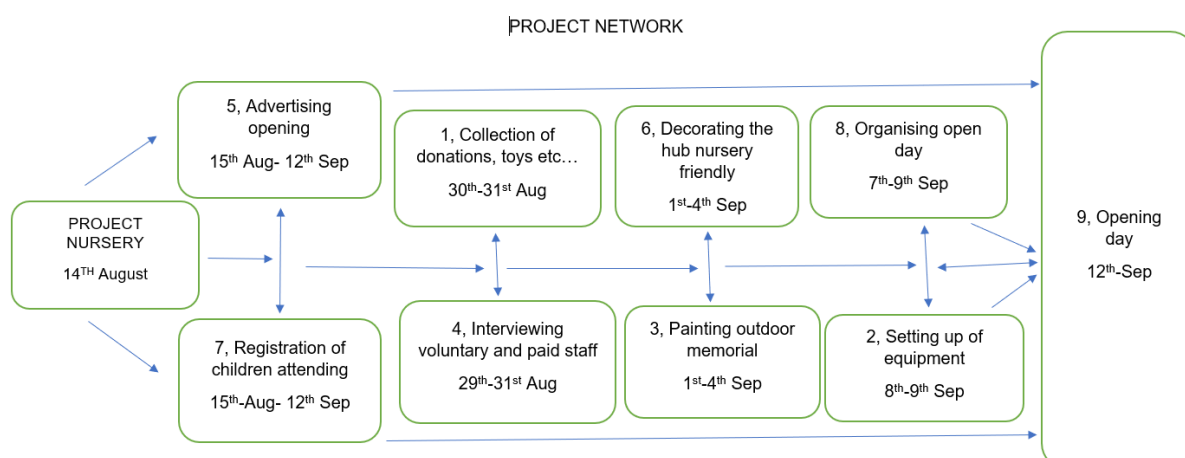
Work Breakdown Structure



Work Breakdown Structure



Appendix 3



Appendix 4

STAKEHOLDER	POTENTIAL OPPORTUNITIES
WCAVA CVS: Locally Trusted Organisation/ VCSE Infrastructure Organisation	☐ Host for employment and financial services for HTCBL. ☐ Future support to develop legacy organisation and hub management ☐ Support for commissioning, volunteer recruitment and training
CAB Citizen Advice Bureau commissioned by HTC Big Local to deliver advice sessions at the Wembrooke Centre and the Hub.	Would welcome a longer-term relationship with HTC – there is a definite need over the next few years to include ☐ working more closely with the schools, where more vulnerable families can be reached ☐ sourcing joint funding to enhance the service at the HUB ☐ Remote facility into the area would be possible – would be reliant on using IT and community facilities ☐ Open to training volunteers in the HTC area – this is the route

	in – also a pathway to employment. □ Working together on future campaigns to tackle poverty- breakfast clubs – after school clubs □ bring in the private sector to energise – MIRA – motor industry research –high spec engineering / Jaguar Land Rover– catchment area is Coventry and Warwickshire – building aspiration with schools
Bedworth and Nuneaton Police: Safer Neighbourhoods Unit	Community support officers drop into the Hub on occasions Opportunities to work with BL to engage community at BL events, develop specific activities with Young People, joint working on specific crime and safety initiatives specifically around drugs and dealing – need to be developed with a further conversation at more senior level
Nuneaton & Bedworth Brough Council Local social Housing provider	□ Potential to involve residents around community safety, and environment. □ Can support with communications and publicity. □ Potential to develop residents' associations □ Potential to partner on brightening up the estate activities and projects □ Can help with linking up to the right council department
All Saints Church and Church Hall with activities	□ Church Hall runs a variety of activities – information share and advertise these through the hub and refer people

	☐ Run other activities at the Church Hall e.g., Cooking on a budget and minimising food waste, youth activities
Wembrook Community Centre	☐ Runs community activities and some Big Local commissioned activities ☐ To build a better working relationship between the Hub and the Community Centre ☐ Build on and develop current activities
Schools	☐ Develop working relationship with all schools in the area with a view to working on food poverty, cost of living, afterschool provision and extra activities
Leisure Trust	☐ To sustain holiday activity and out of school provision through joint external funding applications
Healthy Living Network	☐ Develop partnership working at the Hub for the community shop and other health provision such as health checks and food provision
Other stakeholders to consider	The Allotment Society, the Canal and River Trust, The George Elliot society, The Green Market, local businesses, and employers

Appendix 5

Risk assessment examples:

Contents:

Daily Checklist

Indoor Risk Assessment

Outdoor Risk Assessments:

§ Mud kitchen and digging patch

§ Climbing equipment and free-standing equipment

§ Wheeled toys

§ Growing beds/vegetable gardens

§ Sand and water

§ Bug hotel

§ Construction

§ Stage

Outdoor Environment

Item	Details	Tic or comment
1	Gate to front of school to be locked	
2	Gates to reception area locked	
3	Storage shed locked	
4	Check under the veranda, sweep if necessary	
5	Pick up litter	
6	Check drain holes are clear and covered with grill	
7	Check outdoor furniture is safe	
8	Remove any broken/unsafe outdoor toys and equipment.	

Indoor Environment

Item	Details	Tic or Comment
1	Check toilets and sinks are clean and there is sufficient toilet paper and soap.	
2	Check indoor furniture and equipment is safe.	
3	Check plug sockets are covered	
4	Door to the walk-in cupboard is locked.	
5	Kitchen door and utility room door locked and soap powder, etc on top shelf.	
6	Check classroom doors to the playground are locked.	
7	Check classroom floor and put-up wet sign if necessary.	

Benefit Risk Assessment: Indoor Activities

Prepared by: Date:

Activity/Hazard	Benefit	Risks	Children's voice	Risk Assessment (use Matrix)			Elimination/ Control methods	Who/When	Progress
				L	C	R			
Malleable activities	Physical development as well as motor skills practice.	Possible allergic reactions to materials. Consumption of materials.	<i>I can roll and cut this up to make a birthday cake for you</i>	possible	minor	MODERATE	Check all information on allergies and avoid allergens. Make sure all other materials are sensitive and are diluted according to the instructions. Children follow the no consumption rule in this area	Staff and parents	
Toy boxes	Add stimulus to play increasing vocabulary, interaction and communication.	Falling toys, heavy boxes being moved unsafely, trapped fingers or drops on toes.	<i>We have to think before we move the boxes</i>	possible	moderate	HIGH	Ensure boxes and baskets are not overloaded. Provide low storage for boxes. Adults to oversee manual handling and model safe techniques.	Staff and children	
Slips and trips		Children trip or slip on toys left on the floor	<i>You need to look where you are walking, tidy up what you don't need</i>	possible	minor	MODERATE	Set expectations about how much can be out at any one time and encourage children to tidy up what they are no longer playing with to keep the environment safe. Any spills on floor to be mopped up straight away. Any objects on floor that could be a trip hazard to be picked up.	Staff and children	
Scissors, hole punches	Promotes the children's motor skills and creative play	Children cut themselves or others	<i>We need to hold the scissors safely and walk with them. I must not put my fingers in the hole punch.</i>	possible	minor	MODERATE	Talk to the children about the use of scissors, e.g. for paper and card. The scissors must be used to cut. Make it clear to the children that you don't use the scissors to cut hair or each other's clothes. Model to the children how to use scissors and walk with them safely. Model how to use the hole punches.	Staff and children	
Open shelves	Encourage independence and self-selection of resources	Children climb the shelves or hang off it causing shelves to fall	I must not climb the shelves or hang off the furniture	unlikely	moderate	MODERATE	Talk to the children about the open shelves and how to use them safely. Encourage the children to find an adult if a child is using the shelves incorrectly.	Staff and children	

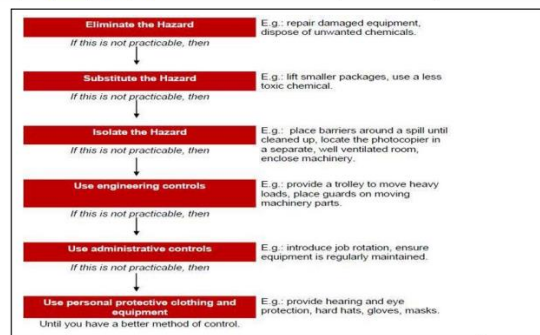
Benefit Risk Assessment: Mud Kitchen and Digging Patch

Prepared by: Date:

Activity/Hazard	Benefit	Risks	Children's voice	Risk Assessment (use Matrix)			Elimination/ Control methods	Who/When	Progress
				L	C	R			
Contact with soil	Exposure to beneficial bacteria to build a healthy immune system. Sensorial open ended materials. Normal childhood experience.	Ingesting soil	<i>It's fun to get dirty</i> <i>The mud feels good</i>	unlikely	minor	LOW	Provide hand washing facilities during and after play Establish good handwashing routines. Children encouraged to follow a no consumption routine in this area	Staff At the beginning of each session	
Soil contamination	Children can be involved in checking the area before play creating a sense of ownership and raising awareness of potential hazards	Ingesting/ absorbing contaminated soil	<i>Tell the teacher if we see something strange</i>	unlikely	minor	LOW	Soil should be checked for contaminants daily, before play This is part of the daily checklist Children follow the no consumption rule in this area Not using manure or any chemicals on the garden or surrounding areas.	Staff Part of daily checklist	
Washing up hands	Children learn good hygiene practices	Wet areas Slips and trips	<i>We need to wash the mud off properly</i>	possible	moderate	HIGH	Provide washing facilities and at times of extreme mud, provide rinsing facilities outside. Staff to monitor floor areas for water and mop up when necessary.	Staff to monitor	
Washing up utensils, equipment	Involving the children in the cleaning and tidying creates a sense of ownership Can help with fine and gross motor skills	Manual handling Moving pots and pans	<i>We need to pick the pots up off the floor and put the spoons away</i>	unlikely	minor	LOW	Ensure buckets and baskets are not overloaded. Provide low storage for pots and pans. Adults to oversee manual handling and model safe techniques.	Staff to monitor	
Water	Adds a new dimension to the play, changing the states of materials so children can mix, tip, pour and stir to create potions, stews and soups. Covers aspects of maths, and science.	Drowning Flooding during prolonged or heavy rain	<i>I have made a stew we are going to have our friends over for tea</i>	rare	catastrophic	HIGH	Containers provided do not allow children to fall in. Teachers to supervise where large trugs are in use and do not fill deeply. Staff to monitor area during prolonged heavy rain	Staff to monitor	

Water	As above	Stagnant water, consumption/ absorption of contaminants	<i>Don't really drink it, it would be yucky!</i>	unlikely	moderate	MODERATE	Water containers are emptied at the end of each session/ day so they do not go stagnant. Water containers are emptied regularly and check for contaminants. Children are encouraged to follow a no consumption routine in this area. Children are made aware of the hazards of stagnant water.	Staff to monitor	
Wet/dirty clothes	Children become responsible for their own belongings Children practice changing clothes and shoes	Children get cold	<i>We should wear mud suits and wellies so they can get dirty</i>	possible	insignificant	LOW	School has a supply of mud suits and wellies. Parents are asked to supply coats that they do not mind getting muddy.	School Parents	
Gravel, pebbles, woodchip or other pieces of natural material	Fine and gross motor skills are developed when lifting, mixing, stirring and pouring The connection to nature	Choking	<i>I love mixing all the materials into my pot</i>	unlikely	moderate	MODERATE	Any children who are likely to explore putting things into their mouths are identified and given greater supervision in this area Children encouraged to follow a no consumption rule in this area	Staff	
Using plants and other foraged natural materials	Connection to nature Creative stimulus Sensorial Open ended materials	Ingesting or absorption of poisonous plants Allergies	<i>I like adding leaves and twigs to my potion</i>	unlikely	moderate	MODERATE	Raise the risk of eating plants Plants within the play area are chosen carefully. Adults to remove hazardous plants Children encouraged to follow a no consumption rule in this area. Children encouraged to wash their hands after play.	Staff	

Risk Matrix						
Likelihood	Consequence					
	Almost certain	Insignificant	Minor	Moderate	Major	Catastrophic
		Moderate	High	High	Extreme	Extreme
	Likely	Moderate	Moderate	High	Extreme	Extreme
	Possible	Low	Moderate	High	High	Extreme
	Unlikely	Low	Low	Moderate	High	High
	Rare	Low	Low	Low	Moderate	High



Benefit Risk Assessment: Climbing equipment and free standing play equipment

Prepared by: Date:

Activity/Hazard	Benefit	Risks	Children's voice	Risk Assessment (use Matrix)			Elimination/ Control methods	Who/When	Progress
				L	C	R			
Tyres	Opportunity to see the environment from a different perspective, practice jumping, climbing and sliding from different heights Incorporate equipment into role play	Falling from a height, slipping on equipment	<i>I am a going to climb all the way to the top of the tyre mountain</i>	possible	moderate	HIGH	All children to have a safety talk before using the equipment and numbers are restricted to avoid collisions and overcrowding. Equipment is checked prior to use to ensure all parts are safe and secure. Equipment checked for stagnant water and tyres covered each night.	Staff and children	
Crates and planks, cable reels, tree stumps	Children develop their motor skills and balance. Creative play.	Slips, trips or falls. Knocks from falling or moving blocks.	<i>We built a castle – you can come over the bridge</i>	possible	minor	MODERATE	Children have a safety talk prior to using the equipment and agree how to use it safely. Daily reminders are given about assessing the risk in their play. Weather conditions to be considered when accessing the equipment. Area to be monitored to ensure surroundings are clear and surface is flat. All equipment is checked regularly to look for damage.	Staff and children	
Climbing frame	Children develop their gross motor skills. Children learn to take risks and be careful. Children learn to balance and climb. Children learn to climb steps confidently.	Slips, trips, falls.	<i>I am a going to go down the slide really fast.</i>	possible	moderate	HIGH	Climbing frame built on safety surface. Children have a safety talk prior to using the equipment and agree how to use it safely. Daily reminders are given about assessing the risk in their play. Weather conditions to be considered when accessing the equipment. Area to be monitored to ensure surroundings are clear and surface is flat. All equipment is checked regularly to look for damage.	Staff and children	

Benefit Risk Assessment: Wheeled Toys

Prepared by: Date:

Activity/Hazard	Benefit	Risks	Children's voice	Risk Assessment (use Matrix)			Elimination/ Control methods	Who/When	Progress
				L	C	R			
Riding on and being a passenger on the bikes	Physical development, spatial awareness, communication and social skills. Part of creative play.	Knocking other children, clothing trapped in moving parts, bikes tipping.	<i>We are chasing a tiger it escaped from the zoo.</i>	possible	minor	MODERATE	Involve children in safety talks about using the bikes in the garden space. Make sure children do not wear scarves in the garden to avoid tangling in wheels. Limit the number of wheeled toys in the garden at any one time and keep them to hard surface area to avoid muddy/slippery wheels. Ensure all wheeled toys are checked over regularly for damage and replaced when necessary.	Children and staff	
Scooting around the garden	Physical development, co-ordination. Social and creative play.	Knocking into other children, scooters tipping/sliding. Clothing trapped in moving parts	<i>This is a police scooter we are keeping people safe.</i>	possible	minor	MODERATE	Involve children in safety talks about using the scooters in the garden space. Make sure children do not wear scarves in the garden to avoid tangling in wheels. Limit the number of wheeled toys in the garden at any one time and keep them to hard surface area to avoid muddy/slippery wheels. Ensure all wheeled toys are checked over regularly for damage and replaced when necessary.	Children and staff	
Shuffle boards	Physical development, coordination and balance	Tipping off the board. Overshooting the board/ falling off.	<i>We can chase each other.</i>	possible	minor	MODERATE	Model to the children how to ride the boards safely. Check boards over each time they are out to check wheels are secure and turning freely. Keep flat surface area coned and clear for the boards. Remove all other wheeled toys at these times.	Children and staff	

Benefit Risk Assessment: Growing Beds/ Vegetable Garden

Prepared by: Date:

Activity/Hazard	Benefit	Risks	Children's voice	Risk Assessment (use Matrix)			Elimination/ Control methods	Who/When	Progress
				L	C	R			
Contact with soil	Exposure to beneficial bacteria to build a healthy immune system. Sensorial open ended materials. Normal childhood experience.	Ingesting soil	<i>It's fun to get dirty</i> <i>The mud feels good</i>	unlikely	minor	LOW	Provide hand washing facilities during and after play. Establish good handwashing routines. Children encouraged to follow a no consumption routine in this area	Staff At the beginning of each session	
Soil contamination	Children can be involved in checking the area before play creating a sense of ownership and raising awareness of potential hazards	Ingesting/ absorbing contaminated soil	<i>Tell the teacher if we see something strange</i>	unlikely	minor	LOW	Soil should be checked for contaminants daily, before play. This is part of the daily checklist. Children follow the no consumption rule in this area. Not using manure or any chemicals on the garden or surrounding areas.	Staff Part of daily checklist	
Washing up hands	Children learn good hygiene practices	Wet areas Slips and trips	<i>We need to wash the mud off properly</i>	possible	moderate	HIGH	Provide washing facilities and at times of extreme mud, provide rinsing facilities outside. Staff to monitor floor areas for water and mop up when necessary.	Staff to monitor	
Using gardening tools	Children develop safe handling skills; understand the purpose of gardening tools.	Cuts/grazes from using tools. Poking or eye injuries.	<i>We need to dig up the potatoes for our soup.</i>	possible	moderate	HIGH	Ensure children are show how to use the tools safely and that they only work under supervision when using sharp tools. Make sure tools available are child sized and appropriate. Check all tools regularly for damage and replace where necessary.	Staff and children	

Growing own food to cook in the environment	Scientific knowledge of plants and growth cycles. Understanding about environmental issues. Cooking and tasting a variety of home-grown foods.	Allergic reaction to foods.	<i>We made this leek and potato soup with vegetables that we grew in our garden.</i>	unlikely	moderate	HIGH	Ensure all information on allergies is stored centrally and all staff are aware of known allergens. Parents to inform school of any changes and updates and ensure all medication is in school. Staff to check dates and ensure all medication is stored centrally and in date. Plan activities carefully for children with allergies considering ingredients and possible sources for reaction. Source alternative safe ingredients where necessary.	Staff, parents, children	
Cooking and /or eating food grown in the garden	Knowledge of foods and how they grow. An understanding of healthy diets.	Allergic reaction to food. Consumption or absorption of a contaminant.	<i>I didn't know potatoes grew under the ground.</i>	unlikely	moderate	HIGH	Children to understand not to put anything in their mouths in this area. Foods harvested to be washed and prepared safely. Staff carrying out cooking activities to have the relevant food hygiene certification. (EYFS manager to ensure this is kept up to date) Children to be involved in safe food preparation to develop their understanding.	Staff and children	
Water	As above	Stagnant water, consumption/ absorption of contaminants	<i>Don't really drink it, it would be yucky!</i>	unlikely	moderate	MODERATE	Water containers are emptied at the end of each session/ day so they do not go stagnant. Water containers are emptied regularly and check for contaminants. Children are encouraged to follow a no consumption routine in this area. Children are made aware of the hazards of stagnant water.	Staff to monitor	
Wet/dirty clothes	Children become responsible for their own belongings. Children practice changing clothes and shoes	Children get cold	<i>We should wear old mud suits and wellies</i>	possible	insignificant	LOW	School has a supply of mud suits and wellies. Parents are asked to supply coats that they do not mind getting muddy.	School Parents	

Benefit Risk Assessment: Sand and Water

Activity/Hazard	Benefit	Risks	Children's voice	Risk Assessment (use Matrix)			Elimination/ Control methods	Who/When	Progress
				L	C	R			
Sand play	Sociable play, motor skills, creative play, language development.	Sand flipping up into eyes.	<i>We are digging for treasure.</i>	unlikely	minor	LOW	Talk to the children about playing together in the sand and use the rhyme – 'the sand stays down low or out you go' Monitor the number of children playing in the sand pit and regulate if necessary.	Staff and children	
Slipping on loose sand around the pit	Children benefit from playing in a large sand pit and connecting with the material.	Children slip and injury themselves on loose sand surrounding the pit.	<i>I have to climb out carefully and empty my wellies into the pit.</i>	possible	minor	MODERATE	Adult to model how to empty sand from wellies, into the sandpit. Adults to monitor and clear the build-up of sand around the pit. Sweep sand from the walls into the sandpit before the cover is placed over the sand.	Staff	
Sand contamination	Children can be involved in checking the area before play creating a sense of ownership and raising awareness of potential hazards	Ingesting/ absorbing contaminated sand	<i>Tell the teacher if we see something strange</i>	unlikely	minor	LOW	The cover needs to be in place at the end of each day. Adults to remove the cover and check for any contamination. Area around the sandpit to be checked each day for any contamination, rubbish blown in, animal droppings etc.	Staff	
Sand and water	Sociable play, motor skills, creative play, language development. Science and mathematical development.	Water or sand splashed into eyes, consumption of materials.	Keep the sand down low or away you go – we try to do this	possible	minor	MODERATE	Involve the children in setting the safety rules in these areas.	Staff and children	
Sand and water	Sociable play, motor skills, creative play, language development. Science and mathematical development.	Slipping on sand and water on the floor	We need to be careful if there is stuff on the floor	possible	minor	MODERATE	Staff to monitor these areas and encourage children to spot and help clear spillages to reduce the risk of slips.	Staff and children	
Water tray play	Science exploration on water movement, maths capacity, motor skill development in filling and pouring.	Children become wet and cold	<i>I love when the water spills over the top – it's like a volcano.</i>	unlikely	minor	LOW	Staff to consider the temperature outside before placing water trays out. If children are playing at the water ensure cover-ups are available to use.	Staff and children	

Water	As above	Water is dirty or contaminated	<i>The water is dirty.</i>	unlikely	minor	LOW	All water trays to be emptied at the end of the session/day and refreshed with clean water each day. If children have transported soil/sand or other materials into the water then trays need to be washed before they are refreshed.	Staff then children	
Water toys	Offer creativity in the water play, can facilitate maths and science talk and interactive play.	Toys hold water and become mouldy or contaminated.	<i>I love the water mill it spins round and round when I pour the water here.</i>	unlikely	minor	LOW	Staff to ensure all water toys are drained and left to dry overnight – toys are periodically sterilized and checked for mould. Toys to be replaced when necessary.	Staff and children	
Sprays/bubbles	Aiming skills. Blowing. Coordination.	Bubble solution or spray in the eye.	<i>I love watching the bubbles go across the garden then they pop</i>	possible	minor	MODERATE	Staff to involve children in assessing the risks of blowing bubbles or spraying water and look at how to do it safely. Staff to supervise use of bubbles.	Staff and children	

Benefit Risk Assessment: Bug hotel

Activity/Hazard	Benefit	Risks	Children's voice	Risk Assessment (use Matrix)			Elimination/ Control methods	Who/When	Progress
				L	C	R			
Leafs and sticks in bug hotel	The leafs and sticks encourage bugs for the children to explore	Bacteria and viruses, sharp sticks	<i>Look! A woodlouse in the leafs.</i>				Explain to the children that they must wash their hands after playing in the bug hotel. Do not put your hands in your mouth. Do not put the leaves and sticks in your mouth. Do not pick up the leaves and sticks and disturb the creature's home.	Staff and children	
Snails	The children get to explore the features of a snail and observe them exploring the bug hotel	E. coli	<i>A snail! Look at its shell and long foot.</i>				Give the children warning and tell them to keep their hands away from their mouth. Wash hands once finished with the activity.	Staff and children	
Beetles	The children get to experience different beetles and their features	Beetle jaws – sharp centipedes jaws	<i>I love this beetle. Look at all of the colours</i>				Provide brushes to put creatures into bug boxes for viewing. Give warning about shard jaws and clear instructions on handling and viewing.		

Benefit Risk Assessment: Construction area

Activity/Hazard	Benefit	Risks	Children's voice	Risk Assessment (use Matrix)			Elimination/ Control methods	Who/When	Progress
				L	C	R			
Sticks	Gross motor skills, enhance children's imaginative play	Twigs in eyes	<i>I am going to use this stick as a flag pole on my pirate ship</i>	Likely	Moderate	MODERATE	Explain to the children that sticks need to be kept down low. The children will be provided with large open space to handle large sticks. The children will be reminded and encouraged to be aware of other children around them.	Staff and children.	
Crates and cable reels	Gross motor skills, loose parts to enhance children's imaginative play	Crates and cable reels falling	<i>I am going to use the cable reels as wheels and the crates as seats.</i>	Likely	Moderate	MODERATE	Explain to the children that heavier items go at the bottom to act as an anchor. Stack no more than 2 crates or cable reels on top if each other.	Staff and children	
Gravel, pebbles, woodchip, nuts and bolts other pieces of natural material	Fine and gross motor skills are developed The connection to nature The opportunity to use imagination using loose parts	Choking	<i>These bolts are going to fix the aeroplane</i>	unlikely	moderate	MODERATE	Any children who are likely to explore putting things into their mouths are identified and given greater supervision in this area Children encouraged to follow a no consumption rule in this area Model to the children how to use the nuts and bolts safely.	Staff	

Benefit Risk Assessment: Stage area

Activity/Hazard	Benefit	Risks	Children's voice	Risk Assessment (use Matrix)			Elimination/ Control methods	Who/When	Progress
				L	C	R			
Stage area	The children develop social skills, creative skills and communication and language	The children fall of the stage or trip on the low level stage	<i>I love performing on the stage. I'm going to sing...</i>	Possible	Minor	Moderate	Make the children aware of the raised stage and to walk at all time. Show the children where the stage stops and talk to them about what will happen if they are not paying attention.	Staff and children	
Musical instruments	The children develop the creative skills and communication and language	The children trap fingers in different parts of the instruments	<i>Listen to the instrument. I like the sound of this one.</i>	Possible	Minor	Low	Show the children how to use each instrument correctly and safely. Encourage the children to show each other how to use the instruments correctly.	Staff and children	

Benefit Risk Assessment: Guinea Pigs

Activity/Hazard	Benefit	Risks	Children's voice	Risk Assessment (use Matrix)			Elimination/ Control methods	Who/When	Progress
				L	C	R			
Hutch Area	The children are able to observe animals and find out how animals change and grow. They learn how to take care of the animals.	Catching self on wire or wood.	<i>I like watching Nibbles eat her carrots.</i>	Possible	Minor	Moderate	Make the children aware not to climb or touch the hutch area. Any scratches / wounds should receive appropriate first aid immediately.	Staff and children	
Handling animals	The children are able to observe animals and find out how animals change and grow. They learn how to take care of the animals. They learn to care for animals and learn to be gentle.	Bitten by animals. Soiled upon by animals,	<i>I like holding Poppy, she's so soft.</i>	Possible	Minor	Moderate	Teach the children to hold the animals properly to eliminate any distress from the animals and prevent struggling / scratching. Clean and treat any scratches immediately. Ensure children follow hygiene rules after handling by washing hands well with soap.	Staff and children	

(Stonebroom Primary and Nursery School - EYFS Risk Assessments, 2022)

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