

Gawber Primary School EYFS INDOOR RISK ASSESSMENT

SETTING: Gawber Primary School	LOCATION: EYFS Classroom
DATE: September 2025	TIME: N/A
LEADER: Mrs D Bradshaw	STAFF INVOLVED: A Ronson & R Crossley

GENERIC RISK ASSESSMENT. Which other risk assessment(s) have you referred to? Risk assessment checklist, Risk assessment example Outdoor play.

PROMPT / HAZARD	RISK	WHO	CONTROL MEASURE	Checklist D= Daily W = weekly M = Monthly
Visibility of pupils	Unable to see pupils at all times if staff are positioned in certain areas of the room.	Staff and children	At least 2 members of staff to be in the setting at all times during free-flow. Adults to position themselves within sight of whole room when doing focused activities. Adults to aim to position themselves in opposite ends of the space to ensure that all areas can be seen. Adults to check periodically on areas that are out of sight as needed. Toilets and cloakroom to be checked by adults periodically during times when children are accessing provision. Handles to the building above child height and doors locked. Gates outside locked throughout the school day. Teach children to look after each other and alert staff if needed. During indoor/outdoor free-flow, one adult to always be inside and one adult outside.	D
Using playdough,	Possible allergic reactions to materials.	Staff, children and parents	Check all class information on allergies and avoid allergens.	D

paint and glue	Consumption of materials.		Make sure all ingredients used to make playdough area are not harmful if consumed. Ensure all paint and glue used is non-toxic. Teach children to follow the no consumption rule in these areas. Supervise and give feedback to children on using these areas appropriately.	
Snack time and Lunchtime	Possible allergic reactions Possible risk of choking	Staff, children and parents	Check all class information on allergies and avoid allergens. Snack time: two members of staff to be present, who have paediatric first aid training Children to be seated and supervised at all times. Lunch time: Teach children to chew food properly and cut up food. One member of staff designated to supervise FS2 children (with paediatric first aid training).	D
Boxes of blocks and other construction materials	Falling toys Heavy boxes/bricks being moved unsafely, Trapped fingers or drops on toes.	Staff and children	Ensure boxes and baskets are not overloaded. Provide low storage for boxes. Boxes of large wooden blocks to be stored on the floor. Adults to oversee manual handling and model safe techniques. Children to be shown how to handle large boxes and bricks safely.	D
Slips and trips	Children trip or slip on toys left on the floor or on water/sand.	Staff and children	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. Hazard sign to be used and water area to be closed if there is perceived to be a risk of slipping. Sand to be swept up as needed. Any objects on floor that could be a potential trip hazard to be picked up.	D
Using scissors and hole-punchers.	Children cut themselves or others.	Staff and children	Talk to the children about the use of scissors. Teach children that the scissors must only be used to cut paper and card. Make it clear to the children that you don't use the scissors to cut hair or each other's clothes.	D

			Model how to hold and use scissors correctly. Model walk with them safely. Model how to use the hole punches correctly.	
Open shelves of resources	Children climb the shelves or hang of it causing shelves to fall.	Staff and children	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. Adults to be vigilant and periodically check children are not climbing on any classroom furniture.	D
Water tray	Children wet their clothes Children consume the water Water becomes dirty or contaminated Toys hold water and become dirty or contaminated Water is spilled and becomes a slip hazard	Staff and children	Children are taught to wear aprons and roll up their sleeves when using the water tray. Teach children to follow the non-consumption rule in this area. All water trays to be emptied at the end of the session/day and refreshed with clean water each day. The water tray is cleaned weekly, or more often if needed. Toys are periodically sterilized and checked for mould. Toys to be replaced when necessary. Children are taught to alert an adult if water is spilled, and to mop up spills with adult modelling and supervision.	D
Sand tray	Children consume the sand Children get sand in their eyes Sand becomes dirty or contaminated Sand is spilled and becomes a slip hazard Toys become dirty or break.	Staff and children	Talk to the children about playing together in the sand carefully. Monitor the number of children playing in the sand and regulate if necessary. Teach children to follow the non-consumption rule in this area. Sand tray to be covered over after each session of provision. Sand to be checked periodically by adults to ensure it is clean and safe to use. Dirty and contaminated sand to be disposed of. Toys checked regularly and cleaned/disposed of as needed. Children are taught to alert an adult if sand is spilled, and to mop up spills with adult modelling and supervision.	D

Technology in the classroom.	Staff members using personal devices to take photography's and videos of children.	All staff including students.	All personal devices which are able to take photographs or record will be placed in cupboards and not used in the classroom.	D
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Signed: . . . D Bradshaw. Print Name: D BRADSHAW. Date: .5th September 2025