



Registered charity: 800560

Opening of the Pre-school After the Covid 19 Outbreak

1. Prepare the premises

Health and safety check of the building

As the Pre-school has been closed for a long period, we will undertake a health and safety check of the building to make sure it is good order.

Risk assessments

All planned activities should be risk assessed in light of coronavirus, in conjunction with relevant staff where applicable, and due consideration given to how usual practice may need to be adapted.

This would include limiting resources that are not easily washable eg rugs, cushions and any other soft furnishings, dolls clothes etc.

Cleaning and hygiene

Hand washing will be managed by all staff members. All children and staff must wash their hands upon arrival at Pre-School for at least 20 seconds.

Children and staff members will be encouraged to wash their hands frequently throughout the day, including before and after preparing or eating food, after using the toilet, after sneezing or coughing and re-entering the Pre-school. Hand sanitisers will be available in all areas too.

The Village Hall will be deep cleaned before the children return and then once the children are back in the setting, all frequently touched surfaces, equipment, door handles, and toilets, used during the day, will need to be cleaned thoroughly several times a day. A cleaning schedule has been put in place for staff members to sign, once the job is completed.

We will be discouraging any toys brought in from home, but if they are needed for comforting purposes, then they must be washed before coming in and preferably then left at the setting.

Parents will be required to leave a clearly labelled bag with sufficient clean clothes in for the remainder of the term. That bag will not be allowed to go home. Any clothes that are soiled during the day will be put in bags and must be taken home that day to be washed and returned.

Children and staff must come in clean clothes every day.

Space management

Children will be placed into smaller groups, known as 'bubbles'. The 'bubbles' will have a maximum of 8 children in them at any one time, with the same member of staff caring for them where possible. Wherever possible these groups or 'bubbles' should not mix during the day, this will obviously not always be possible. This is to minimise contact with bigger groups.

Smaller amounts of children in the whole setting may be advised or preferable, this may mean we have to change children hours/days for the children who may want to start later in the term.

The Pre-School will only open 9am-3pm, to enable staff to clean at the end of the working day.

The use of communal spaces in settings will be managed to limit the amount of mixing between groups as much as possible. Outdoor space will be utilised as much as possible.

Each 'bubble' will use a different set of toilets throughout the day, which will be wiped and cleaned after each use.

2. Practical measures to reduce risk

We know that, unlike older children and adults, children in the early years cannot be expected to remain 2 metres apart from each other and staff. Therefore, we have the following measures in place:

- keep children with any symptoms at home
- staff who are symptomatic should not attend work
- frequent hand cleaning and good respiratory hygiene practices
- regular cleaning of setting
- minimising contact and mixing

Keeping children and staff together in small groups

Keeping group sizes to a maximum of 8 children, while adhering to EYFS ratios, is preferable so groups are as small as possible.

Physical distancing between groups

We will reduce contact between groups of children and staff as far as possible, for example by ensuring children and staff mix in a small consistent group and that small group stays away from other groups.

We will ensure:

- physical distancing between groups of children and staff as far as possible
- that individual groups use the same area of a setting throughout the day as much as possible
- that the sharing of toys and resources is reduced
- that any toys or resources that are shared can be easily cleaned between different groups' use

Snack time will be staggered, with children staying together in their 'bubble' with their member of staff. As there will be lower numbers in the afternoons, we will be able to sit together for lunch, in our 'bubbles' but with the tables spaced out.

Staff meetings and training sessions will be conducted virtually if needed and staff remain at a safe distance from each other during breaks and while using staff areas in the setting. While in general groups should be kept apart, brief, transitory contact, such as passing in a corridor or when moving to a different part of the setting, is low risk.

Handwashing and respiratory hygiene

We will ensure sufficient handwashing facilities (running water and soap, alcohol hand rub, sanitiser, skin-friendly wipes) are available for staff and children, and that hands are washed upon entering the setting, regularly throughout the day, before and after eating and when they leave. We will ensure children are supervised when doing this, especially if using hand rub or sanitiser, and learn how to do it effectively. We will ensure that we have a good supply of disposable tissues throughout the setting to implement 'catch it, bin it,

kill it'. We will ensure the availability of lidded bins, and that tissues are immediately disposed into bins and that these are emptied at the end of the day.

Enhanced cleaning

We will ensure surfaces that children and staff are touching, such as toys, books, doors, sinks, toilets, light switches, are cleaned more regularly than usual by putting in place an enhanced cleaning schedule using disinfection as appropriate.

We will ensure that there are clear procedures for maintaining stringent cleaning processes for food preparation areas, dining areas and table coverings.

Tissues will be immediately disposed of and placed in a bin with a bag and a lid.

Reducing face to face contact between parents, carers and staff members

We will reduce contact between parents, carers and staff members when dropping off and picking up their children, for example by limiting drop off and pick up to one parent or carer per family and using different doors to enter and exit the setting. We will not allow parents or carers into the setting unless this is essential, and arrange for children to be collected at the door if this is possible.

As some young children will not have been attending a setting for a number of weeks and may be feeling anxious, we will work with parents and carers to consider how best to manage dropping off their children while maintaining physical distancing.

We will avoid the need for parents and carers to wait, but where they have to, social distancing should be maintained. We will create safe spaces for families within the carpark, using laminated posters and signs to guide on social distancing.

If a child is too distressed about returning then maybe a delayed start would be better or if a child just needs settling, this could happen within the outside area.

Communications

We will be able to speak with parents at the end of each session if required but it must be pre-booked during the day by email or phone, unless an incident has happened that day.

Other communication can be uploaded to the families online learning journals (Tapestry).

Parents should inform Pre-School of their circumstances and if they plan to keep their child away, this helps us to conform to our safeguarding policy.

Other measures

Limit external visitors to the setting and ensure they only come into the building when strictly necessary, for example if providing an essential service or essential support for a child's health and wellbeing.

Personal protective equipment (PPE)

The majority of staff in childcare settings will not require PPE, beyond what they would normally need for their work, even if they are not always able to maintain distance of 2 metres from others. PPE is only needed for children whose care routinely already involves the use of PPE, or if a distance of 2 metres cannot be maintained from any child displaying coronavirus symptoms.

Used PPE should be placed into 2 refuse bags and stored for 72 hours before being disposed of in the normal waste bins outside. Training has been provided for all staff members and a guide for use of PPE is available.

Taking temperatures

Settings do not need to take staff or children's temperatures every morning or throughout the day. Public Health England's guidance is that routine testing of an individual's temperature is not a reliable method for identifying coronavirus. There is no need for anything other than normal personal hygiene and washing of clothes following a day in a childcare setting.

3. Reviewing staff for availability to work in the setting

Staff should only attend Pre-School if they are symptom free, have completed the required isolation period or have had a negative coronavirus test. Anyone who is displaying coronavirus symptoms, or has displayed symptoms in the previous 7 days, or lives with someone who has displayed symptoms in the previous 14 days, should not attend work unless they have tested negative for coronavirus.

The main symptoms of coronavirus are:

- a high temperature
- a new, continuous cough
- a loss of, or change to, your sense of smell or taste

They and their household members should follow the advice for households with possible coronavirus infection.

This audit should be done in conjunction with the official government guidance on shielding. People who are clinically extremely vulnerable (those with serious underlying health conditions which put them at very high risk of severe illness from coronavirus and have been advised by their clinician or through a letter) are advised to rigorously follow shielding measures in order to keep themselves safe.

If a staff member is clinically extremely vulnerable, they are advised not to attend the setting. If a staff member lives in a household with someone who is extremely clinically vulnerable, it is advised that they follow guidance on people who are shielding and living with other people.

Clinically vulnerable individuals who are at higher risk of severe illness (for example, people with some pre-existing conditions as set out in the staying at home and away from others (social distancing) guidance have been advised to take extra care in observing social distancing and should work from home where possible.

This includes pregnant women.

If we do not have sufficient staff or staff with the appropriate qualification levels on staff to child ratios or if we cannot meet the requirement to have a designated safeguarding lead and the expectation to identify a special educational need co-ordinator (SENCO) then we will close the setting.

4. Protocol for responding to a suspected case of coronavirus

Anyone who begins to display coronavirus symptoms while in the setting will be sent home immediately and follow government guidelines on what to do if you or someone in your household develops symptoms. If a child is waiting to be collected, they will be separated from their group and isolated with one member of staff if this is possible, a window will be opened for ventilation. If the child needs to go to the bathroom while waiting

to be collected, they will use a separate bathroom if possible. The bathroom would then be cleaned and disinfected using standard cleaning products before being used by anyone else.

If a child or staff member develops symptoms compatible with coronavirus, they will be sent home and advised to self-isolate for 7 days. Their household members should self-isolate for 14 days. All staff and children who are attending a childcare setting are encouraged to get tested in this scenario. If a child or staff member tests negative, then they can return and end their self-isolation period.

Where a child or staff member tests positive, the rest of their 'bubble' will be sent home and advised to self-isolate for 14 days. The other household members of that 'bubble', **do not** need to self-isolate, unless the child or staff member from the setting that they live with develops symptoms.

A facemask should be worn if a distance of 2 metres cannot be maintained from a child who is symptomatic and awaiting collection and if contact is necessary, then gloves, an apron and a facemask should be worn. If a risk assessment determines there is a risk of splashing to the eyes, for example from coughing or spitting, then eye protection should also be worn.

Once the child or member of staff has left the setting, we will follow the cleaning guidelines to ensure areas are disinfected and any PPE and other waste is disposed of safely.

Where the child or staff member tests negative, they can return to their setting and the fellow household members can end their self-isolation. If the child or staff member tests positive, the rest of their immediate group within their setting should be sent home and advised to self-isolate for 14 days.

We will take appropriate steps to deputise responsibilities or arrange cover if affected members of staff fulfil designated roles, for example paediatric first aid, SENCO or safeguarding lead.

As part of the national test and trace programme, if other cases are detected within the setting, Public Health England's local health protection teams will conduct a rapid investigation and will advise settings on the most appropriate action to take. In some cases, a larger group may be asked to self-isolate at home as a precautionary measure. Where settings are observing guidance on infection prevention and control, which will reduce risk of transmission, closure of the whole setting will not generally be necessary.

We will ask all parents prior to opening, that their contact details are up to date.

All parents will be informed that a child displaying symptoms will need to collect their child within 30 minutes of the phone call being made to them.

5. Communicate with staff

We will communicate our plans for the wider opening of the setting from 8th June with staff, ensuring they are aware of and understand all new measures to reduce the transmission of coronavirus and their roles and responsibilities. We will build in time for staff to review processes and procedures and to ask questions and raise any concerns in advance.

Consideration should be given to limiting the number of staff in the Pre-School at any one time, to only those that are required to work on those days within that 'bubble'.

Staff hours and days they work may change in order to meet the needs of the business and meet the childcare demands on those days.

We will ensure that all staff understand that those who have coronavirus symptoms, or who have someone in their household who does, should not attend the setting in any circumstances. We will ensure staff understand that if they develop coronavirus symptoms, they are entitled to a test, and are encouraged to organise one in this scenario following government guidance on getting tested.

Staff will identify and support any vulnerable children and parents that return to settings, for example, by signposting them to appropriate local services such as health visitors, mental health services, and domestic or substance abuse services, and school nurses where applicable.

Staff will sign to say they understand the new measures that have been put in place.

6. Communicate with parents and carers

We will communicate our plans for the wider opening of the setting from 8th June with parents and carers, ensuring they are aware of all new measures put in place to reduce risk of transmission of coronavirus, how this impacts them and their responsibilities in supporting this. We will review our policies and procedures with parents and carers and inform them of any updates we have made.

We will ensure that all parents and carers understand that if a child has coronavirus symptoms, or there is someone in their household who does, they should not attend the setting under any circumstances. We will ensure parents and carers are aware that all children attending the setting, and members of their household, will have access to a test if they display symptoms of coronavirus and they are encouraged to get tested in this scenario.

We will communicate our plans in ways that are accessible to specific groups of parents and carers (for example, those with English as an additional language) and parents and carers of vulnerable children. We will remind parents and carers of the complaints policy setting out the routes to accept and resolve any low-level concerns that arise.

7. Identify the likely numbers of children returning to the setting

We will identify the children who are likely to be returning to, or joining, the setting on 8th June, working with parents and carers, and with the local authority. This should be done in conjunction with official government guidance on shielding. Where children are unable to sustain safe social distancing and hygiene measures, and live in a household with someone who is extremely clinically vulnerable and has chosen to shield, those children will not be expected to attend an Early Years setting.

To minimise contact between groups of children and staff, children should attend just one setting wherever possible and parents and carers are encouraged to minimise as far as possible the number of education and childcare settings their child attends.

If demand for places is higher than the setting's capacity when measures to allow physical distancing between groups are in place, it may be necessary to have a temporary cap on numbers of children attending the setting. Solutions might involve working with the local authority to support children attending a nearby setting on a consistent basis. If necessary, settings should prioritise vulnerable children and children of critical

workers, then 3 and 4 year olds, in particular those who will be transitioning to reception in September, followed by younger age groups.

8. Plan your setting's groups to reduce contact between children and staff

Audits of staff availability and assessment of likely demand for places for children who will be attending settings from 8 June will be used to plan groups, ensuring staff to child ratios set out in the EYFS framework are adhered to. We will consider any risk assessments that we will need to undertake to ensure the safe care of groups of children can be maintained at all times, taking the need for staff breaks into account.

As far as possible, the same members of staff will be assigned to each group and these should stay the same during the day and on subsequent days.

9. Identify safeguarding, special educational needs and disability (SEND), child wellbeing and welfare requirements

We will plan how all children will be supported to address the specific issues that may have arisen due to coronavirus, taking into account children's individual needs and circumstances. The coronavirus outbreak may have caused significant mental health or wellbeing difficulties for some children. We will be alert to harms that may have been hidden or missed while they have not been attending settings. We will consider the mental health, pastoral or wider health and wellbeing support children may need, including with bereavement, and how to support them to transition into the setting after a long period of absence. We will involve parents and carers to identify specific support for children and how children's needs may have changed and to prepare for their return to your setting.

Readjustment to the routines in a setting may prove more challenging for some children with SEND, particularly those who have been attending a different setting if their usual setting has been closed. We will ensure our setting will have the staffing needed to support children with SEND at safe ratios, that there is a member of staff designated as a SENCO or interim SENCO and how this can best be accommodated in the planning of groups of children in your setting. We will involve parents and carers in planning and agreeing any changes to support, including reviewing EHC plans.

We will consider how to encourage attendance of vulnerable children and the best way to support them to transition into the setting according to their needs and their individual family circumstances. In cases where children are considered vulnerable and do not attend provision as expected, as with normal practice, we will follow up with the parent or carer – and social worker and local authority where appropriate – to explore reasons for absence.

10. Planning what children should learn and how to adapt the EYFS

The priorities at this time are helping young children to adapt to their new routines and supporting children to settle back into the setting, especially where there have been staffing changes. Continuing to support their early language and communication skills is essential. Children who have had limited opportunities for exercise should be encouraged to exert themselves physically.

