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| **STAY ALERT**  **MONITOR – RESPOND – COMMUNICATE**  The following information has been collected to enable providers to reflect on guidance recently published by the government in response to COVID-19. It is proposed that as of June 1st, Early Years providers will be encouraged to open to all families. This is subject to change and further updates from the Government are expected.  Having been closed/only partly operating for some weeks, this will be a big undertaking. There is much to consider ensuring that children, families and staff are safe and that we continue to do all we can to minimise the spread of infection. Below is a ‘rag’ rated action plan template, to support preparation for reopening and to enable effective reflection once active.  Red: High level of urgency Amber: Moderate urgency Green: Low level of urgency  **The list of areas of focus is not exhaustive, and the government guidance documents (links throughout) should be referred to for further detail.**  Be sure to consider this as an ongoing process; a working document to support you in **monitoring** the ever-changing situation, allowing you to **respond** effectively and maintain **communication** with all involved. | | | | | | |
| Areas of focus | Points for consideration | **Rag Rating** | | | Actions and timescales | Monitoring |
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| **Starting points** | | | | | | |
| Risk assessments  [COVID-19: guidance for households with possible coronavirus infection](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance)) | Have existing risk assessments been updated to account for implications of COVID 19?  Have staff been involved in the process/the outcome of risk assessments shared with the wider team?  Have parents been made aware of how they may be affected by the risk assessment and safeguards put in place e.g. changes to accessing the building?  Are staff familiar with the government advice should a child take ill with symptoms of coronavirus whilst attending the setting?  Are staff/parents clear on the expectations of self-isolating and when it is not permitted for their child to attend? |  |  |  |  |  |
| Staff audit | Establishing capacity;  Are all staff well and able to return?  Have staff vulnerabilities been taken into consideration?  How will you support staff that are anxious about returning to work?  What contingency plans do you have in place for managing low staff numbers? |  |  |  |  |  |
| Child audit | Establishing demand;  Have you made contact with all parents to establish whether they intend for their child to return to the setting as of June 1st (subject to updates from Government)?  Have you considered how you will offer places to priority groups initially including keyworker children, vulnerable children and 3 and 4 year olds who will be transitioning to school? |  |  |  |  |  |
| Operational challenges | Following the staff audit, how will you manage rotas effectively? Consider qualifications, first aiders, ratios, breaks shift patterns.  What changes to the day to day routine will be required in response to latest guidance? |  |  |  |  |  |
| Changes to the environment | How can you reconfigure space to accommodate staff and children to be organised into small, consistent, contained groups?  Do health & safety compliance checks need to be carried out before reopening (especially where settings have been closed)?  Are you able to remove resources not in use? Where will you store these?  Are you able to remove furniture where possible to allow for more space?  How will you be making best use of the outdoors for learning opportunities as advised? Consider; ensuring children are dressed appropriately so they can spend more time in the fresh air.  Have you access to any temporary outdoor shelters such as gazebos that will enable you to spend more time outside regardless of the weather?  Will fire exit routes need to be amended due to the change of the layout of the environment?  How will access to the building be managed to effectively adhere to social distancing and minimising contact? |  |  |  |  |  |
| **Communicating your plans** | | | | | | |
| Keeping staff informed | How will you involve staff in the planning for reopening?  What opportunities will there be for staff to discuss any concerns they may have?  How will staff be supported to answer questions from parents and carers?  The LA:  Who is responsible for completing and submitting daily registers to the local authority?  Are you aware of who to contact for advice? |  |  |  |  |  |
| Keeping parents informed  [Information for parents and carers](https://protect-eu.mimecast.com/s/eP11CMZoGU2y3qMUW3TjP?domain=gov.uk) | Have you ensured that all contact information is accurate?  How will you share how you plan to adapt practice to fall in line with latest guidance?  Has it been made clear to parents that practice and processes are subject to further change, in line with the updated national advice?  How will you keep in contact with parents who do not return, particularly parents of vulnerable children? |  |  |  |  |  |
| Keeping children informed  [e-bug](https://www.e-bug.eu/) and [PHE schools resources](https://campaignresources.phe.gov.uk/schools) | How will you support children who are settling back into the setting?  How will staff be supported to provide reassurance to children in their care, whilst managing their own anxieties?  How will you support children to understand the changes implemented, in an age appropriate way? E.g. why they may be spending time in a different room, or why they are only allowed to play outside at a certain time etc.  Are staff conscious of the potential impacts of recent events on children emotional wellbeing and mental health?  What resources have you to hand to provide emotional support or to encourage the child to ‘voice their concerns or play out their needs?  What CPD opportunities could be provided to support staff in tackling new issues as a result of the recent pandemic? |  |  |  |  |  |
| **Getting organised** | | | | | | |
| Managing numbers and grouping children | What could you do to reduce the number of children mixing with one another? Consider staggering times using shared spaces, staggering drop-off and collection times, encouraging use of different entrances/exits to the building where safe to do so, asking parents not to enter the building where possible.  Consider: Making use of space available/providing temporary outdoor shelters. They could be used for play or used to meet with parents, who may need to speak privately to staff, providing a space to observe social distancing.  What steps will you take to ensure you meet child to adult ratios? |  |  |  |  |  |
| Cleaning and hygiene  [COVID-19: cleaning of non-healthcare settings guidance](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings)  [guidance on hand cleaning](https://www.gov.uk/guidance/coronavirus-covid-19-information-for-the-public) | How could you ensure that more thorough daily cleaning of environment and resources will take place? (including regularly used devices such as tablets)  Are you able to limit soft/material toys and resources that are not easily cleaned?  How will regular handwashing be facilitated - Including on arrival and departure?  What changes will be required regarding the preparation and serving of food and drinks?  Are staff promoting awareness and implementation of self-care e.g. using tissues and throwing them away?  How will you ensure that waste bins are emptied regularly (reducing time used tissues are present)? |  |  |  |  |  |
| Transport  [Coronavirus (COVID-19): safer travel guidance for passengers](https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers) | How might you encourage parents to avoid public transport where possible? Consider how flexibility you can provide in session times may contribute to this.  Are school pick up/drop off services achievable based on identified capacity? If so, has the government guidance been applied to the service you can provide? |  |  |  |  |  |
| Transitions | Have feeder schools been identified for those children due to transition in the autumn term?    How will you make links with local schools gathering information about starting school, that can be shared with children and parents to alleviate concerns.  Consider sharing new words/phrases linked to keeping safe in a different environment.  How do you plan to share information regarding children’s learning and development.? |  |  |  |  |  |
| Learning and development | How can staff contribute to the review of the Observation, Assessment & Planning processes in place, making necessary amendments to accommodate the new way of working?  What opportunities are there to share information with parents and children about; what they have been doing at home, any wow moments or challenges they have faced, new interests they have developed or experienced etc to help you to plan based on their current needs and interests?  Have you considered building a vocabulary of words linked to COVID 19 that are appropriate to children and can be shared with parents in preparation for moving back to the setting?  For those children that are unable/or have opted not to attend from 1st June, what distance learning or support could you be providing to support with their learning and development. Consider; the home learning environment, top tips for parents, links to useful website and resources they may have at home. Those staff working from home, may be able to take the lead on facilitating distance learning. |  |  |  |  |  |