

Autumn term planning and audit tool

The following information has been collected to enable providers to reflect on guidance published by the government in response to COVID-19 and being prepared to be open and delivering services to children & families.

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 delivery in the autumn term to enable effective reflection and be prepared for changes that may be necessary as the term progresses.

RAG Rating

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	Green	Amber	Red	Actions and timescales	Monitoring
Starting points						
Risk assessments COVID-19: guidance for households with possible coronavirus infection Actions for early years and childcare providers during the coronavirus outbreak	Have existing risk assessments been updated to account for changing implications of COVID 19? How regularly are risk assessments reviewed to reflect updated safety guidance? Does your risk assessment take into consideration children, parents and staff?					

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	<p>Have the 'System of controls' protective measures been applied? (see point 3.3 of the Actions for early years and childcare providers during the coronavirus outbreak)</p> <p>Have staff been involved in the process/the outcome of risk assessments shared with the wider team?</p> <p>What steps have been taken to monitor staffs understanding of how best to mitigate risks identified?</p> <p>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, changes to the offer of service?</p> <p>If not, how will you engage parents in 2- way communication regarding the assessment and mitigation of risks?</p> <p>Have children been supported to understand risks identified and how they can help keep themselves safe e.g. regular hand washing, single use of tissues, using certain areas/resources in a different way to what they are used to etc?</p>					

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	<p>Are staff familiar with the government advice should a child take ill with symptoms of coronavirus whilst attending the setting?</p> <p>Are staff/parents clear on the expectations of self-isolating and when it is not permitted for their child to attend?</p> <p>Have policies and procedures been updated to reflect the changes identified above?</p> <p>In multi-use buildings; does your risk assessment consider others using the building, shared spaces, foot fall etc?</p> <p>Do health & safety compliance checks need to be carried out before reopening (especially where settings have been closed)? Take into consideration heating, running water etc.</p>					
<p>Staff audit</p> <p>Actions for early years and childcare providers during the coronavirus outbreak</p> <p>http://www.ncsem-em.org.uk/translation/ne</p>	<p>Establishing capacity;</p> <p>Have you identified that all staff well and able to return?</p> <p>Have staff vulnerabilities been taken into consideration?</p>					

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w-toolkit-to-help-employees-return-to-work-following-sick-leave-during-covid-19-pandemic/	<p>How will you support staff that are apprehensive about returning to work?</p> <p>What contingency plans do you have in place for managing low staff numbers? (see 5.1 of Actions for early years and childcare providers during the coronavirus outbreak)</p> <p>Has your sickness/absence policy been updated to reflect the impact and changes expected as a result of COVID-19?</p>					
<p>Child audit</p> <p>Actions for early years and childcare providers during the coronavirus outbreak</p>	<p>Establishing demand;</p> <p>Have you made contact with all parents to establish the number of children expected to attend for the Autumn term?</p> <p>Have children’s individual needs been considered through the child audit? E.g. whether the child has been identified as vulnerable or SEND?</p> <p>Does your child audit detail reasons why a child may not return e.g. parent working from home?</p> <p>Have you identified whether children attend more than one setting? What risks does this pose and how can you mitigate them?</p>					

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Operational challenges	<p>Following the staff audit and risk assessment, can your rota be effectively managed? Consider;</p> <ul style="list-style-type: none"> - qualifications - first aiders - ratios - breaks/lunches - shift patterns - school runs - contingency plans <p>Has your capacity been adversely affected? If so, what steps will you take to communicate this information with parents, detailing the changes to the services you can provide?</p>					
Changes to the environment	<p>How can you best organise your play spaces in preparation for the new term, to reflect any 'hot spots' identified through your risk assessment?</p> <p>Are you able to remove furniture where possible to allow for more space for children to 'spread out'?</p> <p>How will you be making best use of the outdoors for learning opportunities as advised? Consider; ensuring children are dressed</p>					

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	<p>appropriately so they can spend more time in the fresh air.</p> <p>Have you access to any temporary outdoor shelters such as gazebos that will enable you to spend more time outside regardless of the weather?</p> <p>Will fire exit routes need to be amended due to the change of the layout of the environment?</p> <p>How will access to the building be managed to effectively adhere to social distancing and minimising contact?</p>					
Communicating your plans						
<p>Keeping staff informed</p> <p>Actions for early years and childcare providers during the coronavirus outbreak</p>	<p>How will you involve staff in the planning for reopening;</p> <ul style="list-style-type: none"> - Discuss any concerns - Be supported to answer questions from parents and carers - Keep up to date and sharing information with local authority - Keeping informed regarding national guidance for clarity <p>Are staff clear of responsibilities for completing daily/regular tasks such as;</p>					

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	<ul style="list-style-type: none"> - Completing LA attendance reports - Monitoring of risk assessments - Cleaning schedule <p>Are details of key contacts available for all staff to access easily?</p> <p>Are visual prompts displayed as a reminder for staff e.g. resources out of use, designated areas etc.</p> <p>How is information shared with staff in relation to expectations and guidance for those who have <i>other jobs outside of the setting</i>?</p> <p>How do staff support parents to understand and make decisions based on guidance for children attending more than one setting?</p> <p>What CPD opportunities could be provided to support staff in tackling new issues as a result of the recent pandemic?</p>					
<p>Keeping parents informed</p> <p>Information for parents and carers</p> <p>Return to school for the Autumn Term</p>	<p>Have you ensured that all parents/carers contact information remains accurate?</p> <p>How will you highlight key information and changes to parents? Consider;</p> <ul style="list-style-type: none"> - Those with EAL 					

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<p><u>Guidance for parents and carers on supporting children and young people's mental health and wellbeing during the coronavirus pandemic</u></p> <p><u>help-children-aged-2-to-4-to-learn-at-home-during-coronavirus-covid-19</u></p>	<ul style="list-style-type: none"> - Different media (signage for new drop off/collection points) - Working parents - Those without access to email <p>How will you monitor the effectiveness of different forms of communication?</p> <p>Has it been made clear to parents that practice and processes are subject to further change, in line with the updated national advice?</p> <p>Does information made available to parents highlight the difference between local guidance and national guidance?</p> <p>How will you support parents/carers who are anxious about their children returning? Section 4 Attendance</p> <p>How will you help parents to support their child's mental health and wellbeing?</p> <p>How will you keep in contact with parents who do not return, particularly parents of vulnerable children?</p> <p>What are the expectations on settings regarding staying in touch with parents or carers whose child is at home? See point 5.5. of Action for</p>					

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	<p>early years and childcare providers during the coronavirus outbreak</p> <p>How will staff communicate the role that parents/carers play in the procedures for operating safely. Keeping up to date with amended policies and procedures etc?</p> <p>Have virtual tours, digital channels, pre recordings etc. been used to share information about your setting to existing and new parents?</p> <p>Is your website well managed? Keeping parents up to date with latest news e.g. closures.</p>					
<p>Keeping children informed</p> <p>Actions for early years and childcare providers during the coronavirus outbreak</p> <p>Settings can refer to the following helpful resources:</p> <ul style="list-style-type: none"> • Professional association for children and early years (PACEY): supporting 	<p>How will you support children who are settling back into the setting in an age appropriate way? Consider;</p> <ul style="list-style-type: none"> - Changes to the environment - Changes to the routine - Access to resources - Changes to the staff team/key persons <p>Are staff conscious of the potential impacts of recent events on children emotional wellbeing and mental health?</p> <p>How will staff be supported to provide reassurance to children in their care, whilst managing their own anxieties?</p>					

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<p>children in your setting</p> <ul style="list-style-type: none"> • Dr Dog explains coronavirus • 2 metres apart activity • Our hand washing song • Bright Horizons: Talking to Children about COVID-19 (novel coronavirus) 	<p>What resources have you to hand to provide emotional support or to encourage the child to ‘voice their concerns or play out their needs?</p> <p>Consider the Leuven scale in your observations; https://emotionallyhealthyschools.org/primary/the-leuven-scale/</p> <p>Consider children bringing comforters from home.</p>					
Getting organised						
<p>Cleaning and hygiene COVID-19: cleaning of non-healthcare settings guidance guidance on hand cleaning</p>	<p>How will you implement a cleaning schedule where frequently touched surfaces, equipment and toilets are cleaned thoroughly and more often than usual?</p> <p>How will you ensure you have a regular stock of cleaning products, hand sanitizer and PPE?</p> <p>How will regular handwashing be facilitated - Including on arrival and departure?</p> <p>Are staff promoting awareness and implementation of self-care e.g. using tissues and throwing them away? (Catch it, bin it, kill it)</p>					

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	<p>How will you ensure that waste bins are emptied regularly (reducing time used tissues are present)?</p> <p>Are you able to limit soft/material toys and resources that are not easily cleaned?</p> <p>How will you limit items children may bring to the setting from home, e.g. toys, comfort items, spare clothes?</p> <p>What procedures for cleaning food preparation and dining areas have been put in place? Consider food brought from home, lunch boxes etc.?</p> <p>Consider mealtimes; having additional sittings, keeping the social element, spacing children out, cleaning in between, using alternative areas e.g. outdoor picnics.</p>					
<p>Transport Coronavirus (COVID-19): safer travel guidance for passengers</p>	<p>How might you encourage parents to avoid public transport where possible? Consider how flexible you can be with session times to help to with this.</p> <p>If children need to attend more than one provision, are school pick up/drop</p>					

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	<p>off services achievable based on identified capacity?</p> <p>What safety measures have been put in place if you need to transport children?</p>					
<p>Transitions</p> <p>Transition toolkit</p> <p>https://www.leicester.gov.uk/schools-and-learning/nurseries-and-childcare/return-to-early-education/</p> <p>gov.uk/backtoschool</p>	<p>Consider how sharing new words/phrases linked to keeping safe etc in a different environment could support transitions</p> <p>How have your settling in processes (and supporting policies) been amended to take account new starters and children returning to the setting after a period away?</p> <p>How will you allow time to feedback to/take questions from parents? Consider;</p> <ul style="list-style-type: none"> - Allocating a safe space - Limiting face to face conversations - Take into account privacy and confidentiality 					
<p>Learning and development</p>	<p>How do staff and parents contribute to the review of the Observation, Assessment & Planning processes in place? Are they aware of how they need to make necessary amendments to accommodate the new ways of working?</p>					

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	<p>How do you plan to share information regarding children's learning and their development? Consider;</p> <ul style="list-style-type: none"> • what they have been doing at home • any wow moments or challenges they have faced • new interests they have developed or experienced <p>All this will help you make plans based on their current needs and interests.</p> <p>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 working between the home and setting?</p> <p>Intent Implementation and Impact. How can you be sure that you maintain a clear vision and that your curriculum is adapted in response to changing circumstances? Consider staffs reflective practice.</p> <p>How will you ensure that all EYFS themes are equally considered and applied and that quality is maintained?</p>					

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	<p>See 7.2 Actions for early years and childcare providers during the coronavirus outbreak</p> <p>Children’s dispositions for learning may have changed during lockdown. Are your staff able to identify the different ways children learn and how they have been learning during lockdown?</p> <p>Are staff aware of how the children were learning during the more recent extended lockdown period in homes in Leicester City?</p>					
Preparing to respond						
Developing procedures	<p>Have procedures been put in place that can be applied should future closures be needed?</p> <p>Consider:</p> <ul style="list-style-type: none"> - Full closure due to national lockdown instructed by the government - Full closure due to localised lockdown instructed by the government - Full closure due to positive cases of COVID-19 in your setting, instructed by Public Health England - Partial closure of the setting e.g. particular rooms due to cases of COVID-19/opening 					

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<div style="background-color: #9966cc; width: 100%; height: 100%;"></div>	<p>to only KW and VC during an enforced lockdown.</p> <p>How will the steps you need to take, be shared with parents and children?</p> <p>What lessons have been learnt from the initial lockdown/reopening? How can these be applied to your procedures to aid the process?</p> <p>How can you prepare for any financial implications that will be felt due to a closure?</p> <p>If future closures are needed how can learning be continued? Consider;</p> <ul style="list-style-type: none"> - the home learning environment - top tips for parents - links to useful websites and resources they may have access to at home. 					