

Slough Early Years and Prevention

Actions for early years education and childcare settings to prepare for wider opening from 1 June 2020



Updated 26/05/2020

This document, created by Slough Early Years and Prevention Service, has been developed as a leadership and management discussion tool to enable senior staff, including childminders, to plan for the recovery of early years provision. The use of the document is optional; it has been created to support thinking and planning. We intend that this document is helpful, whilst recognising that it is not complete nor a perfect fit to every settings situation. Please do contact your Early Years Advisory Teacher or Development Worker if you wish to explore any of these questions in greater depth or have feedback as to its usefulness.

The following resources were referred to when compiling this document:

- *Planning guide for early years and childcare settings* (The planning guide should be read in conjunction with the following guidance)
 - *Coronavirus (COVID-19): guidance for schools and other educational settings*, Department for Education (DfE)
 - *Actions for educational and childcare settings to prepare for wider opening from 1 June 2020* (DfE)
 - *Implementing protective measures in education and childcare settings*
 - *Actions for early years and childcare providers during the coronavirus outbreak*
 - *Early years foundation stage (EYFS) coronavirus disapplications*
 - *Safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE)*
 - *Coronavirus (COVID-19): implementing protective measures in education and childcare settings* (DfE)
 - *What parents and carers need to know about schools and other education settings during the coronavirus outbreak* (DfE)
 - *COVID-19: cleaning in non-healthcare settings* (Gov.uk)
 - *Opening schools and educational settings to more pupils from 1 June: guidance for parents and carers* (DfE)
 - *Supporting your children's education during coronavirus (COVID-19)* (DfE)
 - *Coronavirus (COVID 19): list of online education resources for home education* (DfE)
 - *Our plan to rebuild: The UK Government's COVID-19 recovery strategy* (Gov.uk)
 - *Conducting a SEND risk assessment during the coronavirus outbreak* (DfE)
 - *Staying safe outside your home* (Gov.uk)
 - *Staying alert and safe (social distancing)*(Gov.uk)
- ❖ *Website links to these documents can be found in Appendix E*

All government guidance documentation does not supersede any legal obligations relating to health and safety, employment or equalities and it is important that businesses or employers continue to comply with existing obligations, including those relating to individuals with protected characteristics.

As a result of the huge efforts everyone has made to adhere to strict social distancing measures, the transmission rate of coronavirus (COVID-19) has decreased, it is anticipated, with further progress, that we may be able, from the week commencing 1 June 2020 to welcome back more children to early years, school and further education settings. The guide sets out considerations for preparing to open to more children and putting in place protective measures to limit the transmission of coronavirus (COVID-19).

Guiding principles

- When settings re-open it will not be returning to *normal*.
- This will be no easy task and requires a great deal of careful thinking.
- The DfE has provided outline guidance and each setting will need to consider how this applies to their context/situation.
- Coronavirus will not have gone away; a core principle of the education system is the safety and wellbeing of children and staff.
- Strategies must dovetail with national strategy in fighting COVID-19 to reduce/minimise the rate of infection.
- It is possible that there will not be a vaccine for 18 months or more – that means settings will need to build a strategy to manage the risk over an extended period.
- Providers cannot stay closed interminably – a prolonged closure of settings will itself cause real harm to many children.
- Children’s experiences during lockdown will have varied massively.
- It is likely that any strategy would need to incorporate measures that limit the chances of close contact – such as adjusting class sizes, and staggering breaktimes.
- It will be difficult for younger children to observe full social distancing and no one should pretend otherwise. It is unrealistic to believe that providers will always be able to keep children two metres apart from each other straightforward but an engagement process that considers all perspectives will lead to the strongest plan and the one most likely to be widely supported and appreciated. For example, how will you devise and then win understanding and support for a plan to accommodate children in a way that works for those children, parents and staff, within your physical environment?
- Changing scenarios will make any single plan unlikely to be the finished article. Settings along with the settings community need to be agile and flexible and adjust as they go through the period of recovery.
- Asking the *what if?* questions is a useful process.
- Recovery is an endurance event, not a sprint – the first steps are re-opening, but there are likely to be many other phases.
- There needs to be an opportunity to celebrate contributions during the childcare phase – and the opportunity for staff and children to share and reflect.
- For success, it will need wide consensus and deep reassurance among parents and staff. Any plan will need to accommodate a balance between meeting the needs of children, all parents (including those who may be trying to return to work) and all staff.

We know that many parents and carers will be apprehensive about their child/ren returning to early years provision but we know that attending early education lays the foundation for lifelong learning and supports children’s social and emotional development. These key messages need to be shared with parents sensitively along with the messages relating to scientific evidence regarding the spread of coronavirus in young children. Please see appendix A

There are a number of immediate issues which educational and childcare settings will need to consider. We recognise that each setting and community is different, and that leaders will need to make their own judgements on the most important issues for them.

Demand for childcare is likely to be lower than usual at first, and existing space requirements and staff to child ratios for these age groups should allow for small group working. Where the physical layout of a setting does not allow small groups of children to be kept at a safe distance apart, we expect practitioners to exercise judgement in ensuring the highest standards of safety are maintained. In some cases, it may be necessary for providers to introduce a temporary cap on numbers to ensure that safety is prioritised.

From 1 June 2020, childminders can look after children of all ages, in line with usual limits on the number of children they can care for. ***“The Government has amended its guidance to clarify that paid childcare can be provided to the children of one household in any circumstance. This would include nannies, for example, and childminders may also choose to provide childcare on this basis if not already providing care for vulnerable children and children of critical workers. This should enable more working parents to return to work. It is already the case that registered childminders and nurseries can look after key worker and vulnerable children.”***

Risk assessment

Every setting should carry out a risk assessment before opening. The assessment should directly address risks associated with coronavirus (COVID-19), so that sensible measures can be put in place to control those risks for children and staff. All employers have a duty to consult employees on health and safety, and they are best placed to understand the risks in individual settings.

Children will need to stay within their new class/group wherever possible and we will ask settings to [implement a range of protective measures](#) including increased cleaning, reducing ‘pinch points’ (such as parents dropping children off at the start and end of day), and utilising outdoor space.

If your site or buildings have been closed, or if parts of the building have been out of use for a long period, then you should consider undertaking a health and safety check of the buildings concerned including [legionnaires checks](#) if premises have been closed.

Class sizes and staff availability

One of the protective measures we can take to reduce transmission is to have smaller group and class sizes. We know that, unlike older children and adults, early years and primary age children cannot be expected to remain 2m apart from each other and staff. In deciding to bring more children back to early years and schools, we are taking this into account. You should therefore work through the hierarchy of measures set out in the protective measures guidance:

- ensure parents are advised to keep children with any symptoms at home
- ensure staff who are symptomatic do not attend work
- frequent hand cleaning and good respiratory hygiene practices
- regular cleaning of settings
- minimising contact and mixing

It is still important to reduce contact between children and staff as far as possible, and settings can take steps to achieve that and reduce transmission risk by ensuring children, and staff where possible, mix in a small group and keep that small group away from other people and groups. For pre-school children in early years settings, the staff to child ratios within Early Years Foundation Stage continue to apply, and we recommend using these to group children. More detail is provided in our [protective measures guidance](#).

Keeping group sizes to a maximum of 8 children, while adhering to EYFS ratios, is preferable so groups are as small as possible. Providers are expected to ensure that there are no more than 16 children in a group in early years settings.

Depending on the size and the layout of individual settings, consider how floor space, rooms and outdoor space can be organised to ensure physical distancing between staff and between groups of children, considering the early years foundation stage (EYFS) age-based space requirements. Providers must meet the following indoor space requirements:

- children under 2 years need 3.5 metres squared per child
- 2 year olds need 2.5 metres squared per child
- children aged 3 to 5 years need 2.3 metres squared per child

Area dividers may help to keep children in different parts of the room, and floor markings could be helpful in assisting staff with keeping groups apart. The use of communal spaces in settings should be managed to limit the amount of mixing between groups as much as possible.

Smaller settings, including childminding settings, may have fewer children than larger settings, so the necessary adjustments may be different. It may be difficult for childminding settings, where family members are also present, to limit their use of shared spaces, however settings could consider whether a specific room could be designated for childcare during the day.

Settings should 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
- 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
- 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.
- Ensure all items that are laundered within the setting, for example towels, flannels and bedding, are washed in line with guidance on [cleaning in non-healthcare settings](#) and that these items are not shared by children between washes.
- Ensure that there are clear procedures for maintaining stringent cleaning processes for food preparation areas, dining areas and table coverings.
- Consider and communicate a policy on bringing items and toys from home. This should only be done if absolutely essential and, where this is the case, items should be appropriately cleaned on arrival.

Each setting's circumstances will be slightly different. Any setting that cannot achieve these small groups at any point should discuss options with their local authority or trust. Solutions might involve children attending a nearby school (on a consistent basis). If necessary, settings have the flexibility to focus first on continuing to provide places for priority groups and then, to support children's early learning, settings should prioritise groups of children as follows:

- early years settings– 3 and 4 year olds followed by younger age groups

To minimise contact between groups of children and staff, children should attend just one setting wherever possible and parents and carers should be encouraged to minimise as far as possible the number of education and childcare settings their child attends. Childminding settings should consider how they can work with parents and carers to agree how best to manage any necessary journeys, for example pick-ups and drop-offs at schools, to reduce the need for a provider to travel with groups of children.

Public Health England are clear that if early years, school and college settings do this, and crucially if they also apply comprehensive infection control measures, such as taking steps to ensure symptomatic individuals do not attend settings, regular hand cleaning, respiratory hygiene and cleaning measures and handling potential cases of the virus as per our advice, then the risk of transmission will be lowered.

Protective measures in education and childcare setting

The DfE guidance on [Implementing Protective Measures in Education and Childcare Settings](#) contains detailed advice for settings on:

- cleaning, including supplies of cleaning and handwashing products
- testing and tracing
- PPE
- what settings should do in response to a case of COVID-19 being confirmed

Curriculum

The Early Years Foundation Stage (EYFS) sets the standards that schools and childcare settings must meet for the learning, development and care of children from birth to 5 years old. Early years settings should use reasonable endeavours to deliver the learning and development requirements as far as possible in the current circumstances, as [set out here](#).

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.

Settings should use reasonable endeavours to deliver the EYFS learning and development requirements as far as possible in the current circumstances, as set out in [guidance on the temporary changes to the EYFS requirements in light of coronavirus](#). This means continuing to provide an environment that invites learning across all 7 areas as far as is practicable during this time. Consider how stories, singing and games can be used to help children to socialise and resettle into familiar everyday routines.

Plan how children can learn in age-appropriate ways about how they can keep themselves safe, including regular handwashing and using tissues. Consider how to encourage children to learn and practise these habits through games, songs and repetition.

Consider new approaches that will need to be taken to minimise the sharing of resources between groups, for example for painting, sticking, cutting and outdoor construction activities, which should be thoroughly cleaned before and after use by different groups. Malleable resources, such as play dough, should not be shared between groups and public health advice is that, as sand pits cannot be thoroughly cleaned between uses, they should not be used at this time. Consider how resources can be used safely and in which circumstances and which items it might be more practical to remove during this time.

Plan how outdoor space, where available, can be used as much as possible. Consider how all groups of children can be given equal opportunities for outdoor learning, while ensuring

outdoor equipment and toys are appropriately cleaned between being used by different groups.

Funding

For early years settings, the dedicated schools grant (DSG) should continue to be paid by local authorities for provision of free entitlements. Where parents are accessing hours beyond the free entitlements they are eligible for, early year providers should continue to charge parents in the normal way. The wider business support packages can continue to be used as appropriate, including the loan schemes and the Coronavirus Job Retention Scheme (CJRS), on condition that the principles in Department for Education's [sector specific guidance](#) continue to be met.

We are continuing to work with the childcare sector to understand how the early years sector can best be supported to ensure that sufficient safe, appropriate and affordable childcare is available for those returning to work now, and for all families who need it in the longer term. As we receive more information about this the LA will share with the sector.

Action Planning

Action	Considerations	How
<p>Key Messages Share key messages with parents about the benefits of early education and the scientific evidence relating to young children and coronavirus</p>	<ul style="list-style-type: none"> When communicating with parents ensure you are outlining positive messages and offering reassurance 	<p>Social media Website messages Parent communications, written & spoken</p>
<p>Numbers of children returning Talk to families about who may return when the setting is open to all.</p> <p>See Appendix B for further guidance regarding who should and should not attend.</p>	<ul style="list-style-type: none"> From a practical point of view, it may be better to have a group of children in for a whole day rather than splitting AM/PM as this may assist parent with child care arrangements, reduce the numbers of journeys to the setting and their costs, reduce the risk of cross-contamination between different children and help establish a clear daily routine. How will you find out what will work best for your parent groups? Be prepared for parents who may decide they will electively home educate their child rather than send them back to the setting. What will your response be? 	<p>Telephone and email communications to all parents to understand possible occupancy levels, state that you are working on a potential operational model and will confirm at a later stage if there child will be able to return and what these arrangements might look like.</p>
<p>Staffing projections Work out how many staff will need to return, in order to open the provision in a safe way following government guidelines.</p>	<ul style="list-style-type: none"> The hours of some staff may need to be changed or increased in the short-term It is likely that staff will be anxious. Seeking their views, agreeing a general consensus and keeping clear lines of engagement will help. Consider what additional staff will be required to carry out regular cleaning of the setting. Consider if it is necessary to reduce ratios however for pre-school children in 	<p>Use projected occupancy levels and consider key worker groups. Try to arrange for the same staff and children to be together each session / day.</p> <p>The availability of staff, as well as your own and family circumstances, may change, so agree a policy for updating your audit on a continuous basis and how you will communicate this with staff and parents.</p>

	<p>early years settings, the staff to child ratios within Early Years Foundation Stage (EYFS) continue to apply as set out here, and the DfE recommend using these to group children.</p> <ul style="list-style-type: none"> • Consider a temporary cap on numbers • Consider prioritising places for 3 & 4 year olds • Consider the impact of staff availability and their qualification levels on staff to child ratios and on other relevant provisions in the statutory framework for the EYFS, including the requirement to have a designated safeguarding lead and the expectation to identify a special educational needs co-ordinator (SENCO). This should be reviewed in conjunction with government guidance on temporary changes to requirements in the EYFS during the coronavirus outbreak, which sets out changes to qualification requirements to be included in staff to child ratios and to paediatric first aid requirements. 	
<p>Staff returning Discuss with staff arrangements for returning to work. Staff who have been classed as clinically extremely vulnerable due to pre-existing medical conditions and clinically vulnerable (but not clinically extremely vulnerable) people, are those considered to be at a higher risk of severe illness from coronavirus are not expected to return but could continue to work from home where applicable.</p>	<ul style="list-style-type: none"> • What staff development might be useful now? Not just focusing on skills and knowledge but about cultural/behavioural changes in ways of working and mindset. • What additional capacity could be built through targeted continuing professional development (CPD) in the current period when schools are closed? • Decide what staff training (either delivered remotely or in school) is 	<p>Contact each staff member to discuss concerns and each persons individual situation. Consider contractual arrangements and seek advice from your HR organisation or ACAS.</p> <p>Agree any flexible working arrangements needed to support any changes to your usual patterns (for example, staggered start/end times).</p>

<p>See Appendix B for further guidance regarding who should and should not return to the work place.</p> <p>For childminders, who work together, but live in different households, you can still attend the childminding setting as it is your place of work.</p>	<p>needed to implement any changes the school plans to make (for example, risk management, curriculum, behaviour, safeguarding).</p> <ul style="list-style-type: none"> • It is essential that staff are supported and feel valued. • Are there any staff who are fit/well but highly anxious about returning? What can be done to support these individuals? 	<p>It may be possible for some staff to continue being furloughed. Consider the needs of the setting and those of each individual staff member according to government guidelines.</p>
<p>Finances Review the settings financial forecast and consider a balanced approach to providing a service. What are your operational costs and what income will you receive to cover your outgoings. This may effect the decisions you make about how you decide to operate.</p>	<ul style="list-style-type: none"> • Consider what government support is available. • Further government guidelines are expected regarding funding entitlements and the job retention scheme. • Currently summer term payments for FEE are based on estimates submitted before the lockdown was issued. 	<p>Consider potential occupancy levels, ratios, staffing levels and overall expenditure. Work out potential income from FEE and private hours. Consider what staff will still be furloughed (if applicable) and calculate funds available.</p>
<p>Insurance Notify your insurance company of your plan to open and discuss what they require of you.</p>	<ul style="list-style-type: none"> • Consider notifying your insurance company of any changes to the policy you have 	<p>Carry out all actions required.</p>
<p>Risk Assessment:</p> <p>See Appendix C for further guidance</p> <p>Carry out a risk assessment relating to COVID-19, including the physical space, social distancing between small groups of children and staff, PPE for personal care routines, cleaning products.</p> <p>Children will need to stay within their new class/group wherever possible and we will ask settings to implement a range of</p>	<ul style="list-style-type: none"> • Some changes to emergency planning and the settings evacuation arrangements may be required. Some key role holders may not be in work (eg fire marshals) and children will need to social distance when walking out and standing in line. • How can arrangements be amended to take account of this? • Consider how to keep small groups of children together throughout the day and to avoid larger groups of children mixing 	<p>Purchase resources required e.g. cleaning materials, PPE, etc.</p> <p>Share the risk assessment with staff, parents and where applicable children</p> <p>Ensure signage is clear and displayed in appropriate places</p> <p>Mark up spaces to help with social distancing for parents</p>

[protective measures](#) including increased cleaning, reducing 'pinch points' (such as parents dropping children off at the start and end of day), and utilising outdoor space.

- Consider how play equipment is used ensuring it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously
- Remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere
- Remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts)
- Consider how children and young people arrive at the education or childcare setting, and reduce any unnecessary travel on coaches, buses or public transport where possible (guidance will shortly be published on safe travel)
- Review arrangements for the supply of food to the setting and agree an approach that suits the setting's particular circumstances. If you use food suppliers, consider how appropriate physical distancing, and hygiene measures, can be maintained when on setting premises, and communicate this with suppliers.
- Consider how snacks and meal times can be planned to ensure groups of children are kept together.
- Consider instances where other suppliers and contractors may be in the

Share key messages about what families can expect e.g changes with in the building, play spaces and outdoor provision before they return to the setting

	<p>setting, for example cleaners and site maintenance, and how physical distancing and hygiene measures will be put in place and communicated. Consider a monitoring system and contingency plan to minimise the impact of shortages of supplies and workforce.</p> <ul style="list-style-type: none"> • 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. • Area dividers may help to keep children in different parts of the room, and floor markings could be helpful in assisting staff with keeping groups apart. The use of communal spaces in settings should be managed to limit the amount of mixing between groups as much as possible. 	
<p>Devise a detailed cleaning and hygiene procedure</p> <p>Follow the COVID-19: cleaning of non-healthcare settings guidance</p> <p>See Appendix G for Health and Safety Check List Guide</p>	<p>For cleaning and hygiene:</p> <ul style="list-style-type: none"> • 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. Ensure children are supervised when doing this, especially if using hand rub or sanitiser, and learn how to do it effectively. 	<p>Share the revised cleaning and hygiene procedure with staff, parents and where applicable children.</p> <p>Use signs and picture signs to remind everyone of the procedures</p> <p>Maintain due diligence at all times</p> <p>Ensure you are conducting regular deep cleaning procedures of the whole building and particularly if there has been a confirmed case of coronavirus in the setting.</p>

	<ul style="list-style-type: none">• Ensuring you have a good supply of disposable tissues throughout the setting to implement 'catch it, bin it, kill it'. Ensure the availability of lidded bins, preferably operated by a foot pedal, and that tissues are immediately disposed into bins and that these are emptied throughout the day.• Clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal• Ensure that all adults and children:<ul style="list-style-type: none">○ Frequently wash their hands with soap and water for 20 seconds and dry thoroughly. Review the guidance on hand cleaning○ Clean their hands on arrival at the setting, before and after eating, and after sneezing or coughing○ are encouraged not to touch their mouth, eyes and nose○ use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it')• ensure that help is available for children and young people who have trouble cleaning their hands independently• consider how to encourage young children to learn and practise these habits through games, songs and	
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	<p>repetition</p> <ul style="list-style-type: none"> • ensure that bins for tissues are emptied throughout the day • where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units • prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation • there is no need for anything other than normal personal hygiene and washing of clothes following a day in an educational or childcare setting 	
<p>Reducing face-to-face contact with and between parents and carers</p>	<ul style="list-style-type: none"> • Reduce contact between parents and carers 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 staggering timings. Do 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, work with parents and carers to consider how best to manage dropping off their children while maintaining physical distancing. • Avoid the need for parents and carers to wait, but where they have to, consider whether physical distancing markings could be used. 	

	<ul style="list-style-type: none"> Consider how you can use technology to communicate with parents and carers digitally, for example when providing handover information at the end of the day. 	
<p>Health and Safety Refresh other health and safety advice for children, young people and staff in light of recent government advice, identifying protective measures. Also ensure that all health and safety compliance checks have been undertaken before opening</p>	<ul style="list-style-type: none"> The Health & Safety Team at SBC will answer COVID19 related safety queries from all nurseries <p>Any provider that needs health and safety related advice can contact the team via email healthandsafety@slough.gov.uk or Tel: 01753 875046.</p>	<p>Ensure that you update your daily health and safety check list and allocate clear roles, identifying who is responsible to ensure checks have been carried out. See appendix F for further guidance</p>
<p>Coronavirus policy Outline how your setting is proposing to manage the COVID-19 pandemic.</p>	<ul style="list-style-type: none"> All providers should consider how they can involve staff in developing policies for the setting and ensure that they are personalised where necessary. Parents, carers and settings do not need to take children's temperatures every morning. Routine testing of an individual's temperature is not a reliable method for identifying coronavirus. Educational and childcare settings should reiterate to parents the need to follow the standard national advice on the kind of symptoms to look out for that might be due to coronavirus, and where to get further advice. If anyone in the household develops a fever or a new continuous cough they are advised to follow the COVID-19: guidance for households with possible coronavirus infection guidance (which states that the ill person should remain in isolation for 7 	<p>Share with staff and parents your policy regarding the coronavirus, including what procedures your setting will follow to reduce the risk of the spread of the virus</p> <p>Anyone who begins to display coronavirus symptoms while in the setting should 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 should be separated from their group and isolated with one member of staff if this is possible.</p> <p>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</p>

	<p>days and the rest of the household in isolation for 14 days).</p> <ul style="list-style-type: none"> • Amend your current policy on sickness management to ensure your setting has a protocol in place for responding to a suspected case of coronavirus and that you are prepared with the resources and staffing levels to implement this if necessary. All protocols should include the following measures. • Ensure that emergency contacts are updated in advance of wider opening and consider where these may need to change, for example if previous emergency contacts are in a shielded group. Plan how you will communicate your protocol to parents and carers and ensure they understand their role and will be available to collect their child if necessary. 	<p>coughing or spitting, then eye protection should also be worn. Settings should ensure they are prepared to respond in line with the guidance on protective measures in education and childcare settings and guidance on using PPE in education, childcare and children's social care settings.</p> <p>Once the child or member of staff has left the setting, settings should follow Cleaning of non-healthcare settings to ensure areas they have been in are disinfected and any PPE and other waste is disposed of safely.</p>
<p>Preparing for children to return Safeguarding: Agree what safeguarding provision is needed to support returning children (e.g. where new issues have arisen, or existing ones escalated) and consider any necessary changes and referrals as more children return, including those with problems accessing online offers.</p>	<ul style="list-style-type: none"> • It is essential that parents are clear with the staff if there has been any deaths of people known to them and why they have decided not returned to the setting for some other reason, eg job changes, parents deciding to continue with home education • Consider how the setting will seek to find out if there are any changes in family circumstances, e.g. illness, bereavement, furloughing/job loss, separation. • Settings will need to be aware that children may have experienced abuse during the lock down. Additional staff 	<p>Check for revised protocols from your local authority and update safeguarding policy if necessary.</p> <p>Maintain records of communications with families</p>

	<p>awareness training would be a good idea – this needs to be whole staff awareness as well as specific groups needing more detailed awareness.</p>	
<p>Preparing for children to return Behaviour: Update behaviour policies to reflect the new rules and routines necessary to reduce risk in your setting and agree how to communicate this to staff, children and parents.</p>	<ul style="list-style-type: none"> • There will be children who struggle with this separation and experience anxiety while they are in school, particularly where their family includes key workers or those going back to work in crowded spaces. • Separation anxieties – most children will have become used to being with their parents and immediate family for an extended period. Even for those who are excited to enjoy more freedom and see their friends, this is a potential source of anxiety. • Some children will be so pleased to see their friends that they will want to hug them or show other forms of physical contact. Although difficult, children will need to be reminded that social distancing is required/expected. Children may need to be taught how to social distance. • Consider a gradual re-integration for some children who will find the transition more challenging. A slower start for some may build resilience in the long-term. • There may have been changes in friendships/relationships – try to take this into account when arranging teaching groups, especially for vulnerable children. 	<p>Discuss concerns children might have with the child's parents. Consider ways to support children's transitions back into the setting.</p> <p>Planning a personal, social and health education (PSHE) focused curriculum for the initial period back is advisable. This could focus on supporting with anxiety, loss of family, friends, fear of going out/being in large groups.</p> <p>Support parents and plan for children (where appropriate) to have the opportunities to talk about fears and concerns – they may initially be excited about returning to the setting but there will be internal worries.</p>

Preparing for children to return

Education: Consider the transitional arrangements from home learning back into the setting. Enable opportunities for parents to feedback to the setting about achievements and concerns.

- Prior to settings opening there should be a mechanism for parents to express concerns about how their child is learning at home. Early intervention may head off an issue when setting re-opens.
- Consider how you can involve staff in developing policies for your setting and ensure that they are personalised where necessary, for example for staff who have responsibility for providing 1:1 support for children or for children with additional needs.
- Settings should consider how to continue to support the learning of children who do not attend settings, including how these children can maintain contact with their key person and peers through the early years setting, and how parents and carers can be supported to provide a positive learning environment at home. The Department for Education's [Hungry Little Minds](#) campaign features tips and practical activities that parents and carers can do at home with children to support their early learning. The campaign website has been updated to include a wealth of online educational resources available for parents and carers to support their child's development at home. Settings can also direct parents and carers to the [BBC's Tiny Happy People](#) campaign and the [National Literacy Trust's Family Zone](#)

What preparatory work could be undertaken during lockdown? Eg online video sessions led by practitioners.

Resources to help children to learn about coronavirus and how to keep themselves and others safe

- [Professional association for children and early years \(PACEY\): supporting children in your setting](#)
- [Dr Dog explains coronavirus](#)
- Busy Bees:
 - [2 metres apart activity \(PDF, 2MB\)](#)
 - [Our hand washing song \(PDF, 958KB\)](#)
- [Bright Horizons: Talking to Children about COVID-19 \(novel coronavirus\)](#)

	<p>for more ideas and content. The Department for Education has published further guidance on how to help children aged 2 to 4 to learn at home during the coronavirus outbreak.</p>	
<p>Preparing for children to return SEND: Agree what returning support is available for vulnerable and/or disadvantaged children and put in place provision for the return of pupils with special educational needs and disabilities (SEND) in conjunction with families and other agencies and engage with partners who will help to provide that support, for example, local authorities.</p>	<ul style="list-style-type: none"> • How will the setting meet the provision within the education, health and care plan (EHCP)? • Consider how the setting could facilitate (remote) discussions with very anxious or potentially demanding parents who now see their child as having Social, Emotional, Mental Health needs or an acute special need. • Some children with sensory needs will find being around people difficult, frightening and overwhelming. For some children this will be exacerbated by a fear of people in general. Having experienced weeks, or even months, of social distancing, children will have received an implicit message that other people are dangerous. This is a careful message to balance for children around danger versus retaining social distancing. • Staff will need to 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. Settings should continue to contact their local 	<p>Conduct a SEND risk assessment and seek advice from the Early Years SENDCo where applicable.</p> <p>Discuss with parents about how best to manage the child's needs in the setting</p>

	<p>authority to understand what support is available.</p>	
<p>Communicate your plans Producing a FAQ could help reassure parents, but there should be a mechanism for parents to communicate/share concerns. It is advised that this is best approached through shared responsibility rather than leaving it to one member of staff.</p>	<ul style="list-style-type: none"> • Tell children, young people, parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus (following the COVID-19: guidance for households with possible coronavirus infection) • Tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend • Tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use) • Make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely) • Talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful • Communicate early with contractors and suppliers that will need to prepare to support your plans for opening for example, cleaning, catering, food supplies, hygiene suppliers • Discuss with cleaning contractors or staff 	<p>Reinforce positive messages with parents and carers</p> <p>Think about engaging parents and children in education resources such as e-bug and PHE schools resources</p> <p>Build in time for staff to review processes and procedures and to ask questions and raise any concerns in advance.</p> <p>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. 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.</p> <p>A model letter to parents and carers is included in Appendix G, however individual settings should modify this based on their particular circumstances.</p>

	<p>the additional cleaning requirements and agree additional hours to allow for this</p> <ul style="list-style-type: none"> • Consider the instruction and training that staff will need on infection control, for example putting on, taking off and disposing of PPE. • Communicate your 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. Remind parents and carers of the complaints policy setting out the routes to accept and resolve any low level concerns that arise. 	
<p>When open Using your risk assessment consider how you can safely operated. Think about what procedures will need to change or be introduced. See Appendix C - Section: Reduce mixing within education or childcare setting</p>	<ul style="list-style-type: none"> • How will you plan for partner agencies to support pupils in the school, if at all? • Current thinking is that being outside poses even less of a risk than being inside. How much time can be spent outside? • There may be parents who choose not to send their child back to school when schools re-open. Some may choose to electively home educate their child. Maintaining open lines of communication and re-assuring parents that the provision on offer is safe will be important. • Ensure that children are in the same small groups at all times each day, and different groups are not mixed during the day, or on subsequent days • Ensure that the same staff are 	<p>Ensure that the setting is up to date with current services offering additional support to families. This may include support services for families who would not usually need to access this provision.</p> <p>Regularly contact families not attending to share home learning opportunities, carry out welfare checks and offer additional support where required.</p> <p>Take register information daily and as requested, share with the LA</p> <p>Introduce a procedure for what happens if someone becomes unwell at an educational or childcare setting and What happens if there is a confirmed case of coronavirus in a setting? See Appendix D</p>

	<p>assigned to each group and, as far as possible, these stay the same during the day and on subsequent days,</p> <ul style="list-style-type: none"> • Ensure that wherever possible children use the same area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day. • Consider what transition arrangements will look like this year and consider how they may need to be amended. Particularly consider arrangements for children with SEND and those that are vulnerable. Ensure that partnership arrangements are in place with other providers, professionals, key workers and families. • Where possible, staff meetings and training sessions should be conducted virtually and staff should remain at a safe distance from each other during breaks, including in staff rooms or other staff areas in the setting • Discuss any additional support that may be needed to ensure staff wellbeing and consider how this can be put in place in your setting. Consider how to arrange regular opportunities to get feedback from staff on the new arrangements. 	<p>Contact the Early Years Service SENDCo to discuss support needed for individual children</p> <p>Implement transitional arrangements</p>
<p>Forward planning Business sustainability</p>	<ul style="list-style-type: none"> • Consider how you will continue to attract new children and families • Consider your 3 year financial forecast and how the changes may impact on the business • Consider what changes you may need to 	<p>Review anticipated occupancy for September 2020 now. Maintain regular contact with September new starters and families who will be staying on for a further year.</p>

	make in the future to continue operating in this new way	Review marketing strategies and start to think about how to engage with potential new clients to increase occupancy if low.
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For further information, advice and support providers can contact the Early Years Service on 01753 476554 or email earlyyears@slough.gov.uk

Appendix A:

Young Children and scientific evidence

Young children are being prioritised in the first phases of wider opening, for several reasons. Firstly, because there is moderately high scientific confidence in evidence suggesting younger children are less likely to become unwell if infected with coronavirus (COVID-19); and secondly because evidence shows the particularly detrimental impact which time spent out of education can have upon them.

What the latest science tells us

The above approach is underpinned by our latest understanding of the science, which indicates that we need to take a phased approach to limit the risk of increasing the rate of transmission (often referred to as R) above 1. We have factored in:

- severity of disease in children – there is high scientific confidence that children of all ages have less severe symptoms than adults if they contract coronavirus (COVID-19)
- the age of children – there is moderately high scientific confidence that younger children are less likely to become unwell if infected with coronavirus (COVID-19)
- numbers of children going back – which needs to be limited initially then increased gradually as the science permits
- systems to reduce the size of the groups coming into contact with each other – such as smaller class sizes spread out across settings

Possible parent communications

- Early years and childcare providers in Slough are working with the Council to try to bring your children back to their early years setting, for at least a little while before the Summer Holidays.
- However, **this can only happen when settings can be confident that your children will be safe, your family will be safe and our staff will be safe.** Slough's early years settings understand that many of you will share their desire for children to be back in provision with their friends and the practitioners and our desire for this to be as safe as possible.
- This means that there is a great deal of preparation work to ensure the building is safe and that staff are ready. Early Years settings are already working hard to support your children's learning at home and to provide support in some settings for children of key workers, some children with SEND and children who have a social worker. This will continue until everybody is back in their setting.
- The government have said that **June 1** is a **possible** date, but this is **not a definite date**. Please do not send your children to their setting unless your child's early years provider has contacted you directly to offer a place.
- Please understand that what works in one setting will not work in another, this means that some providers will be able to welcome more children than others. Your child's setting will always be acting in the best interests of your child and your family.
- We will provide further updates when early years providers are ready to welcome back more children.

Appendix B:

Who should and shouldn't attend

We will assess the impact of these changes closely, working with medical and scientific advisers as well as sector leaders. When the most up-to-date assessment of the risk posed by the virus indicates that it is appropriate to do so, we will ask more primary year groups to return to school, and issue revised guidance.

The following principles will apply to this phase of wider opening by settings:

- children and young people in eligible year groups are strongly encouraged to attend (where there are no shielding concerns for the child or their household), so that they can gain the educational and wellbeing benefits of attending
- vulnerable children of all year groups continue to be expected and encouraged to attend educational provision where it is appropriate for them to do so (for children with education health and care (EHC) plans this will be informed by a risk assessment approach)
- children, young people and staff who have been classed as [clinically extremely vulnerable due to pre-existing medical conditions](#) have been advised to shield. We do not expect people in this category to be attending school or college, and they should continue to be supported to learn or work at home as much as possible. Clinically vulnerable (but not clinically extremely vulnerable) people are those considered to be at a higher risk of severe illness from coronavirus. Few if any children will fall into this category, but parents should follow medical advice if their child is in this category. Staff in this category should work from home where possible, and refer to the detail in our protective measures guidance
- a child/young person or a member of staff who lives with someone who is clinically vulnerable (but not clinically extremely vulnerable), including those who are pregnant, can attend their education or childcare setting
- if a child/young person or staff member lives in a household with someone who is extremely clinically vulnerable, as set out in the [guidance on shielding](#), it is advised they only attend an education or childcare setting if stringent social distancing can be adhered to and, in the case of children, if they are able to understand and follow those instructions. This may not be possible for very young children and older children without the capacity to adhere to the instructions on social distancing. If stringent social distancing cannot be adhered to, we do not expect those individuals to attend. They should be supported to learn or work at home
- staff and children or young people should not attend if they have symptoms or are self-isolating due to symptoms in their household
- protective measures will be put in place for staff and pupils, as far as is possible, to ensure that the risk of transmission is reduced

Appendix C:

Effective infection protection and control

There are important actions that children and young people, their parents and those who work with them can take during the coronavirus outbreak, to help prevent the spread of the virus.

In all education, childcare and social care settings, preventing the spread of coronavirus involves dealing with direct transmission (for instance, when in close contact with those sneezing and coughing) and indirect transmission (via touching contaminated surfaces). A range of approaches and actions should be employed to do this. These can be seen as a hierarchy of controls that, when implemented, creates an inherently safer system, where the risk of transmission of infection is substantially reduced. These include:

- minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend childcare settings, schools or colleges
- cleaning hands more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered
- ensuring good respiratory hygiene - promote the 'catch it, bin it, kill it' approach
- cleaning frequently touched surfaces often using standard products, such as detergents and bleach
- minimising contact and mixing by altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times)

Personal protective equipment (PPE) including face coverings and face masks

Wearing a face covering or face mask in schools or other education settings is not recommended. Face coverings may be beneficial for short periods indoors where there is a risk of close social contact with people you do not usually meet and where social distancing and other measures cannot be maintained, for example on public transport or in some shops. This does not apply to schools or other education settings. Schools and other education or childcare settings should therefore not require staff, children and learners to wear face coverings. Changing habits, cleaning and hygiene are effective measures in controlling the spread of the virus. Face coverings (or any form of medical mask where instructed to be used for specific clinical reasons) should not be worn in any circumstance by those who may not be able to handle them as directed (for example, young children, or those with special educational needs or disabilities) as it may inadvertently increase the risk of transmission.

The majority of staff in education settings will not require PPE beyond what they would normally need for their work, even if they are not always able to maintain a distance of 2 metres from others. PPE is only needed in a very small number of cases including:

- children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way
- if a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then

gloves, an apron and a face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn

Education, childcare and children's social care settings and providers should use their local supply chains to obtain PPE. Where this is not possible, and there is unmet urgent need for PPE in order to operate safely, they may approach their nearest [local resilience forum](#).

Reduce mixing within education or childcare setting by:

- accessing rooms directly from outside where possible
- considering one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors
- staggering breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time
- staggering lunch breaks - children and young people should clean their hands beforehand and enter in the groups they are already in, groups should be kept apart as much as possible and tables should be cleaned between each group. If such measures are not possible, children should be brought their lunch in their classrooms
- ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time
- noting that some children and young people will need additional support to follow these measures (for example, routes round school marked in braille or with other meaningful symbols, and social stories to support them in understanding how to follow rules)

Use outside space:

- for exercise and breaks
- for outdoor education, where possible, as this can limit transmission and more easily allow for distance between children and staff
- although outdoor equipment should not be used unless the setting is able to ensure that it is appropriately cleaned between groups of children and young people using it, and that multiple groups do not use it simultaneously. Read [COVID-19: cleaning of non-healthcare settings](#)

For shared rooms:

- use halls, dining areas and internal and external sports facilities for lunch and exercise at half capacity. If class groups take staggered breaks between lessons, these areas can be shared as long as different groups do not mix (and especially do not play sports or games together) and adequate cleaning between groups between groups is in place, following the [COVID-19: cleaning of non-healthcare settings guidance](#)
- stagger the use of staff rooms and offices to limit occupancy

Reduce the use of shared resources:

- by limiting the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff
- by seeking to prevent the sharing of stationery and other equipment where possible. Shared materials and surfaces should be cleaned and disinfected more frequently
- although practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same children or young people in one day, or properly cleaned between cohorts

Appendix D

What happens if someone becomes unwell at an educational or childcare setting?

If anyone becomes unwell with a new, continuous cough or a high temperature in an education or childcare setting, they must be sent home and advised to follow the [COVID-19: guidance for households with possible coronavirus infection guidance](#).

If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.

If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else.

PPE should be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). In an emergency, call 999 if they are seriously ill or injured or their life is at risk. Do not visit the GP, pharmacy, urgent care centre or a hospital.

If a member of staff has helped someone who was unwell with a new, continuous cough or a high temperature, they do not need to go home unless they develop symptoms themselves (and in which case, a test is available) or the child subsequently tests positive (see 'What happens if there is a confirmed case of coronavirus in a setting?' below). They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell. Cleaning the affected area with normal household disinfectant after someone with symptoms has left will reduce the risk of passing the infection on to other people. See the [COVID-19: cleaning of non-healthcare settings guidance](#).

What happens if there is a confirmed case of coronavirus in a setting?

When a child, young person or staff member develops symptoms compatible with coronavirus, they should be sent home and advised to self-isolate for 7 days. Their fellow household members should self-isolate for 14 days. All staff and students who are attending an education or childcare setting will have access to a test if they display symptoms of coronavirus, and are encouraged to get tested in this scenario.

Where the child, young person or staff member tests negative, they can return to their setting and the fellow household members can end their self-isolation.

Where the child, young person or staff member tests positive, the rest of their class or group within their childcare or education setting should be sent home and advised to self-isolate for 14 days. The other household members of that wider class or group do not need to self-isolate unless the child, young person or staff member they live with in that group subsequently develops symptoms.

As part of the national test and trace programme, if other cases are detected within the cohort or in the wider setting, Public Health England's local health protection teams will conduct a rapid investigation and will advise schools and other settings on the most appropriate action to take. In some cases a larger number of other children, young people may be asked to self-isolate at home as a precautionary measure – perhaps the whole class, site or year group. 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.

Appendix E Key Document Links

- **Coronavirus (COVID-19): guidance for schools and other educational settings, Department for Education (DfE)**
<https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19>
- **Planning guide for early years and childcare settings**
<https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-early-years-and-childcare-settings-from-1-june/planning-guide-for-early-years-and-childcare-settings>
- **Coronavirus (COVID-19): implementing protective measures in education and childcare settings**
<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>
- **Actions for early years and childcare providers during the coronavirus outbreak**
<https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures>
- **Actions for educational and childcare settings to prepare for wider opening from 1 June 2020 (DfE)** <https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020>
- **Early years foundation stage: coronavirus disapplications**
<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>
- **Safe working in education, childcare and children's social care**
<https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care>
- **Coronavirus (COVID-19): implementing protective measures in education and childcare settings (DfE)** <https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>
- **What parents and carers need to know about schools and other education settings during the coronavirus outbreak (DfE)**
https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers/closure-of-educational-settings-information-for-parents-and-carers?utm_medium=email&utm_source=govdelivery
- **COVID-19: cleaning in non-healthcare settings (Gov.uk)**
<https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings>

- **Opening schools and educational settings to more pupils from 1 June: guidance for parents and carers** https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers/reopening-schools-and-other-educational-settings-from-1-june?utm_medium=email&utm_source=govdelivery
- **Supporting your children's education during coronavirus (COVID-19)** https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19?utm_medium=email&utm_source=govdelivery
- **Coronavirus (COVID 19): list of online education resources for home education** https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources/coronavirus-covid-19-list-of-online-education-resources-for-home-education?utm_medium=email&utm_source=govdelivery
- **Our plan to rebuild: The UK Government's COVID-19 recovery strategy** <https://www.gov.uk/government/publications/our-plan-to-rebuild-the-uk-governments-covid-19-recovery-strategy>
- **Conducting a SEND risk assessment during the coronavirus outbreak** https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance?utm_source=b0e6c18a-198f-4428-b21e-f1fd52c2acad&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate#history
- **Staying safe outside your home** <https://www.gov.uk/government/publications/staying-safe-outside-your-home>
- **Staying alert and safe (social distancing)** <https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing>
- **Legionella risks during the coronavirus outbreak** <https://www.hse.gov.uk/news/legionella-risks-during-coronavirus-outbreak.htm>

Appendix F

Early Years and Prevention Service – Ideas for Covid19 Cleaning

This is for information only: settings are responsible for their own staff's Health and Safety and that of their clients

This list of cleaning tasks is not definitive and each setting may have use for all, some or none of the suggestions:

The cleaning products are just recommendations and your setting may use other similar products.

Task	PPE	Frequency	Cleaning Products	Health and Safety
Clean door handles	Refer to your own settings COSHH assessments and Public Health England guidance.	Daily - On going / or after each change of session, increased usage or if someone has coughed or sneezed.	First with hot soapy water, dry and then use a anti bacterial disinfectant (Milton, bleach, antibacterial spray)	Dispose of the cleaning solution when all the door handles in one area have been cleaned or if the water is no longer hot. Do not use the same water to clean handles etc in another area Dispose of all cloths / paper towels etc after use
Door entry panels / Door bells	Refer to your own settings COSHH assessments and Public Health England guidance.	Daily - On going / or after each change of session increased usage or if someone has coughed or sneezed.	First with hot soapy water, dry and then use a anti bacterial disinfectant (Milton, bleach, antibacterial spray)	Dispose of the cleaning solution when panels/bells in one area have been cleaned or if the water is no longer hot. Do not use the same water to clean another area Dispose of all cloths / paper towels etc after use
Doors & frames	Refer to your own settings COSHH assessments and Public Health England guidance.	Weekly or daily depending if they are used to push doors open with hands.	First with hot soapy water, dry and then use a anti bacterial disinfectant (Milton, bleach, antibacterial spray)	Dispose of the cleaning solution when all the doors / frames in one area have been cleaned or if the water is no longer hot Do not use the same water to clean handles etc in another

				area Dispose of all cloths / paper towels etc after use
Window frames	Refer to your own settings COSHH assessments and Public Health England guidance.	Weekly	First with hot soapy water, dry and then use a anti bacterial disinfectant (Milton, bleach, antibacterial spray)	Dispose of the cleaning solution when all the frames in one area have been cleaned or if the water is no longer hot Do not use the same water to clean frames etc in another area Dispose of all cloths / paper towels etc after use
Window and door Glass	Refer to your own settings COSHH assessments and Public Health England guidance.	Twice Daily am and Pm – or when children have been touching the area or licking/ coughing or sneezing	Hot soapy water, then glass cleaner.	Dispose of the cleaning solution when all the windows in one area have been cleaned or if the water is no longer hot Do not use the same water to clean frames etc in another area Dispose of all cloths / paper towels etc after use
Window handles	Refer to your own settings COSHH assessments and Public Health England guidance.	Daily when opening and or before continual use.	First with hot soapy water, dry and then use a anti bacterial disinfectant (Milton, bleach, antibacterial spray)	Dispose of the cleaning solution when all the windows in one area have been cleaned or if the water is no longer hot Do not use the same water to clean frames etc in another area Dispose of all cloths / paper towels etc after use

Childrens chairs/ baby high chairs (Baby bouncers should not be used at this stage due to material cover)	Refer to your own settings COSHH assessments and Public Health England guidance.	The start and end of the each day, After each meal, during normal wipe down routines after activities and when nobody occupying or when children/adults have been coughing or sneezing in the area.	First with hot soapy water, dry and then use a anti bacterial disinfectant (Milton, , antibacterial spray)	Change the cleaning solution frequently; would advise to change the solution after 6-8 chairs have been cleaned to avoid cross contamination Dispose of all cloths / paper towels etc after use
Tables	Refer to your own settings COSHH assessments and Public Health England guidance.	The start and end of the day, after every meal. Every two hours after meals and or when available and if children/ adults have coughed or sneezed	First with hot soapy water, dry and then use a anti bacterial disinfectant (Milton, , antibacterial spray)	Change the cleaning solution frequently; would advise to change the solution after 6-8 chairs have been cleaned to avoid cross contamination Dispose of all cloths / paper towels etc after use
Light switches	Refer to your own settings COSHH assessments and Public Health England guidance.	Daily and then additional before use if continually turning on and off (eg baby room sleep area)	First clean in the am with hot soapy water, dry and then use a anti bacterial disinfectant (Milton, bleach, antibacterial spray) during the course of the day antibacterial spray or disinfectant before turning on or off.	Change the cleaning solution frequently; would advise to change the solution after each room set of lights have been cleaned to avoid cross contamination Dispose of all cloths / paper towels etc after use
Power sockets	Refer to your own settings COSHH assessments and Public Health England guidance.	Daily if used regularly – weekly if not.	Caution using hot soapy water making sure power switch is turned off.	Change the cleaning solution frequently; would advise to change the solution after each room Dispose of all cloths / paper towels etc after use
Operator chairs / office	Refer to your own settings COSHH	Daily – or if used by multiple occupants	First with hot soapy water, dry and then use a anti	Change the cleaning solution frequently; would advise to

	assessments and Public Health England guidance.		bacterial disinfectant (Milton, bleach, antibacterial spray)	change if cleaning more than one room or over 4 chairs Dispose of all cloths / paper towels etc after use
Meeting room chairs	Refer to your own settings COSHH assessments and Public Health England guidance.	Daily and after each use, if used by multiple occupants.	First with hot soapy water, dry and then use a anti bacterial disinfectant (Milton, bleach, antibacterial spray)	Change the cleaning solution frequently; would advise to change if cleaning more than one room or over 4 chairs. Dispose of all cloths / paper towels etc after use
Computer monitors / keyboards / mice/Ipads / Telephone	Refer to your own settings COSHH assessments and Public Health England guidance.	Daily and before use if used by multiple occupants. Telephone – should be cleaned after use so suitable to answer when ringing	Caution – using hot soapy water each morning to clean. Then use antibacterial spray/ Milton before use (with electrical equipment spray directly on to the cloth no need to rinse)	If this equipment is used by multiple staff then they would be required to clean this equipment before use. Dispose of all cloths / paper towels etc after use
Reception Desk	Refer to your own settings COSHH assessments and Public Health England guidance.	Daily before use. Then before use if used by multiple users or if adult/ child has coughed or sneezed.	First with hot soapy water, dry and then use a anti bacterial disinfectant (Milton, bleach, antibacterial spray)	If this equipment is used by multiple staff then they would be required to clean this equipment before use.
Leaflet	Refer to your own settings COSHH assessments and Public Health England guidance.	Daily for cleaning and then as and when touched	First with hot soapy water, dry and then use a anti bacterial disinfectant (Milton, bleach, antibacterial spray)	Leaflets should be removed where possible and information handed to individuals when requested avoids touching and putting back.
Tall storage cupboards – doors / handles	Refer to your own settings COSHH assessments and Public Health England	Daily if resources are accessed on a daily basis	First with hot soapy water, dry and then use a anti bacterial disinfectant (Milton, bleach, antibacterial	If the resources are stored in an area external to the childcare room and not accessed frequently then this

	guidance.		spray)	could be reduced to weekly
Low level storage cupboards – doors /handles / top of unit	Refer to your own settings COSHH assessments and Public Health England guidance.	Daily if resources are accessed on a daily basis	First with hot soapy water, dry and then use a anti bacterial disinfectant (Milton, bleach, antibacterial spray)	If the resources are stored in an area external to the childcare room and not accessed frequently then this could be reduced to weekly
Bodily Fluids	Refer to your own management of bodily fluids risk assessment and public health guidance.	As and when required	Use yellow hazards waste granules or shampoo, disposal, hot soapy water, disinfectant after. Use provided hazards waste products.	Area will be required to vacated and corned off with cleaning signs and taken out of use, bodily fluids require separate, mobs, cloths and should be disposed off after immediately following bodily fluid procedure.
Toys (soft toys, teddies, dolls, cushions, pillows, rugs should be removed)	Refer to your own settings COSHH assessments and Public Health England guidance.	Daily before use and at the end of the day. During the day when not in use and between sessions additional cleaning maybe required if used by babies, children with sensory needs and if child/adult has coughed or sneezed.	First with hot soapy water, dry and then use a anti bacterial disinfectant (Milton, , antibacterial spray)	Toy rotation system would be suggested, having toys out one day the next day disinfected in Milton solution, if not possible morning and afternoon toys. It would be suggested that food messy play is ceased.
Garden equipment	Refer to your own settings COSHH assessments and Public Health England guidance.	Daily before use	First with hot soapy water, dry and then use a anti bacterial disinfectant (Milton, bleach, antibacterial spray)	Toy rotation system would be suggested, having toys out one day the next day disinfected in Milton solution, if not possible morning and afternoon toys, remove bean bags, block of

				mark out areas for fixed equipment, slides, remove balls and equipment that can not be monitored and cleaned easily,
Sinks / handwash basins		After each session change as children will be required to wash hands on entering and leaving. Extra planned handwashing should be added to the routine and during periods in the day.	Firstly with any normal bathroom cleaner / spray and then wipe over with antibacterial disinfectant (Milton, antibacterial spray)	If the facilities are also used by parents to wash their hands on entering the building then would advise that the sink is cleaned after each session. (if handwashing facilities are not available use hand sanitiser) Dispose of all cloths / paper towels etc after use
Toilets – Flush Handle / Cistern / Toilet seat / Pan /toilet door / handle	Refer to your own settings COSHH assessments and Public Health England guidance.	After each change of session or morning and afternoon. (as and when required)	Firstly with any normal bathroom cleaner / spray and then wipe over with antibacterial disinfectant (Milton, antibacterial spray)	If the facilities are also used by parents, the toilet is cleaned after each session. Dispose of all cloths / paper towels etc
Childrens toilet cubicles	Refer to your own settings COSHH assessments and Public Health England guidance.	Daily	Firstly with any normal bathroom cleaner / spray and then wipe over with antibacterial disinfectant (Milton, antibacterial spray)	Dispose of all cloths / paper towels etc
Bins	Refer to your own settings COSHH assessments and Public Health England guidance.	Weekly	First with hot soapy water, dry and then use a anti bacterial disinfectant (Milton, bleach, antibacterial spray)	Daily if the bin liner has leaked fluids or split Dispose of all cloths / paper towels etc
Bin Lids	Refer to your own	Daily am and pm	First with hot soapy water,	

	settings COSHH assessments and Public Health England guidance.		dry and then use a anti bacterial disinfectant (Milton, bleach, antibacterial spray)	
Cot frames		After each use	First with hot soapy water, dry and then use a anti bacterial disinfectant (Milton, , antibacterial spray)	Change the cleaning solution frequently; would advise to change the solution after each cot has been cleaned to avoid cross contamination
Cot Mattresses/ beds	Refer to your own settings COSHH assessments and Public Health England guidance.	After each use	First with hot soapy water, dry and then use a anti bacterial disinfectant (Milton, , antibacterial spray)	Change the cleaning solution frequently; would advise to change the solution after each cot has been cleaned to avoid cross contamination
Cot Bedding / blankets	Refer to your own settings COSHH assessments and Public Health England guidance.	After each use	Non Bio washing powder	Bedding should be removed and washed straight away at a high wash.
Nappy Changing unit/ nappy mat	Refer to your own settings COSHH assessments and Public Health England guidance.	After each use	Before start of day and at the end of the day, hot soapy water then before and after use spray with Milton, antibacterial spray.	Dispose of all cloths / paper towels etc after use
floor	Refer to your own settings COSHH assessments and Public Health England guidance.	Daily and after meals and on going – due to spillages,	Normal floor cleaner ensuring the mop is rinsed regularly during cleaning process in a separate bucket containing a antibacterial solution	Change the cleaning solution frequently; would advise to change the solution after use in each room

			(Milton, Bleach, etc)	
Carpets	Refer to your own settings COSHH assessments and Public Health England guidance.	Deep clean of carpets using vax or carpet cleaner before opening. After daily – hovering	At start of day or end of the day, during the day due to spillages	Deep Carpet cleaning should only be carried out when children are not present- Caution – hovering around children can cause issues for those with breathing difficulties and those that have a sensory hearing need.
Microwaves - external	Refer to your own settings COSHH assessments and Public Health England guidance.	Daily	Front door handle wiped before use. Wiped with a damp cloth soaked in disinfectant solution Internal spillages etc would still need to be cleaned up straight away as per normal use	Caution – Turn of electrical equipment when cleaning.
Kettles - external	Refer to your own settings COSHH assessments and Public Health England guidance.	Daily	These would just need to be wiped with a damp cloth soaked in disinfectant solution	Caution – Turn of electrical equipment when cleaning
Vacuum Cleaners	Refer to your own settings COSHH assessments and Public Health England guidance.	Daily	These would just need to be wiped with a damp cloth soaked in disinfectant solution	Caution – Turn of electrical equipment when cleaning

Mop handles	Refer to your own settings COSHH assessments and Public Health England guidance.	Daily	These would just need to be wiped with a damp cloth soaked in disinfectant solution	
Broom handles	Refer to your own settings COSHH assessments and Public Health England guidance.	Daily	These would just need to be wiped with a damp cloth soaked in disinfectant solution	
Dustpan and brush	Refer to your own settings COSHH assessments and Public Health England guidance.	Daily	These would just need to be wiped with a damp cloth soaked in disinfectant solution	
Mop heads	Refer to your own settings COSHH assessments and Public Health England guidance.	After each use if cleaning up bodily fluid spillages Daily under normal use	Soaked in a disinfectant solution after use –Following manufacturers guidelines or minimum of 30 mins	Mop heads should be disposed of on a weekly basis – Do Not put the mop heads in the washing machine as this causes damage to the machine and potential high risk of cross contamination of other items
Childrens cups / plates / cutlery etc	Refer to your own settings COSHH assessments and Public Health England guidance.	Before children return And then after each	Through the dishwasher on a high wash.	If you do not have a dishwasher; wash the items in hot soapy water, rinse , then put in Milton solution for recommended time Rinse, then leave to dry. Do not use tea towel etc to dry as

				high risk of cross contamination
Washing machines - external	Refer to your own settings COSHH assessments and Public Health England guidance.	After each use due to potential cross contamination	60degrees	
Tumble dryer - external	Refer to your own settings COSHH assessments and Public Health England guidance.	After each use due to potential cross contamination		Caution Electrical equipment – wipe down front of the door after each use with antibacterial spray

Appendix G: Model letter to parents and carers

Date

Dear Parents and Carers,

I write to you to set out the arrangements we have made to open [insert name of early years provider] from 1 June.

Thank you.

Before I set out these arrangements, I would like to take this opportunity to thank parents and carers for their understanding and cooperation since we had to close [to the majority of children] from [insert date]. I know that this period has been challenging for many families, in particular when you have had to juggle work commitments with managing childcare, if you have children with special educational needs or disability, or if you are a single parent.

I am pleased to let you know that, further to the government's announcement that early years and childcare providers will open from 1 June (subject to scientific advice), we are working hard to take the necessary steps to be ready to welcome back all children. We will open [to more children] only if the government confirms that their five key tests justify taking this step.

Which children can attend from 1 June?

[For settings which have been open to vulnerable children and the children of critical workers:

As you may be aware, we have remained open for the children of critical workers and vulnerable children since [insert date] and have been operating with smaller group sizes and additional hygiene and infection control measures. We will remain open for them until wider opening is confirmed.

The government is now encouraging all eligible children to attend and it is no longer necessary for parents of eligible children to keep them at home if they can. Please do contact us if you fall into one of these groups and would like your child to take up their place.]

From the week beginning 1 June, early years and childcare providers will welcome back all children, if the five key tests set by government justify the changes at the time. For the vast majority of children and young people, coronavirus is a mild illness. Some categories of children with specific serious health conditions should not attend their early years setting. If you are unsure whether your child should attend the setting due to a health condition that they or someone they live with has, please contact us so we can discuss the details with you.

Protective measures we are taking in light of coronavirus (COVID-19)

First and foremost, it goes without saying that the safety of your child and of our staff is our top priority. We are working hard, following the latest government guidance, to develop and implement a number of new ways of operating. This will allow us to open as safely as possible, focusing on measures that will help limit the risk of coronavirus transmitting within our setting.

Some of the steps we are taking in readiness for reopening include:

[Insert all measures setting is taking for example:

- Asking that anyone who is displaying coronavirus symptoms, or who lives with someone who does, not to attend the setting. That includes children and staff who work here.
- Keeping our children in small groups with as much consistent staffing as possible, and minimising contact with other groups around the setting.
- Cleaning our hands more often than usual. We have developed routines to ensure children understand when and how to wash their hands, making sure they wash them thoroughly for at least 20 seconds using running water and soap and dry them thoroughly, or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered.
- Ensuring our children understand good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach and ensuring a good supply of tissues and bins throughout the setting.
- Implementing an enhanced cleaning schedule, ensuring surfaces touched by children and staff are cleaned regularly and throughout the day, including table tops, door handles and play equipment.
- Asking parents and carers to physically distance from each other and from staff when dropping off and collecting their children and to limit drop off and collection to one parent or carer per household.
- Asking children not to bring toys or other items from home to the setting, unless this is essential to their health and wellbeing.]

What can parents and carers do to help?

There are a number of things parents and carers can do to help us make these arrangements effective, in addition to the points listed above concerning arrival and departure and not bringing toys to the setting.

1. [Outline guidance on what to do if their child, or someone in their household has coronavirus symptoms and that they should not come to the setting.]
2. [Outline setting's agreed protocol for responding to a suspected coronavirus case and that they will need to immediately collect their child if they develop symptoms while at the setting.]
3. [Outline what parents and carers should do to provide reassurance to children facing changed routines and different groups.]

Testing

Once early years and childcare providers open to more children, all children who are attending a childcare setting will have access to a test if they display symptoms of coronavirus, and are encouraged to get tested in this scenario. The aim is to enable children to get back to childcare, and their parents or carers not to need to self-isolate any longer than is necessary, if the test proves to be negative. A positive test will ensure rapid action to protect other children and staff in their setting.

We ask all parents and carers to ensure they organise a test for their child, in the event that they develop coronavirus symptoms, and notify us immediately of a positive test. Further guidance is available about [getting tested](#).

Conclusion

I hope that this letter has given you the information you need to understand what arrangements we have made to enable children to return to us from 1 June. We are looking forward to welcoming your child[ren] back and I hope that you are assured that we have taken all possible steps to ensure safety for all in our setting. If you have any questions or suggestions, please let us know.