All Wales Induction Framework for Early Years and Childcare: Workbook 5

Health and safety in children’s care, learning, development and play

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# Introduction

This workbook will help you explore the legal requirements for health and safety in an early years and childcare setting and know what your and your employer’s responsibilities are for maintaining safety at work. You can use the completed workbook activities as evidence towards achievement of the *All Wales Induction Framework for Early Years and Childcare*.

If you have already completed your ‘core’ qualification, you will have covered some of the knowledge and understanding in this workbook. Your manager will let you know which parts they want you to complete.

If you have not completed your ‘core’ qualification, this workbook will help you prepare for your assessment.

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# 5.1 Health and safety in a work setting

As an early years and childcare worker, you are responsible for taking reasonable care of yourself and others in the **workplace/setting**. While your **employer** has certain legal responsibilities to make sure you and the children you work with and support are protected from harm, you also have a role to play. Health and safety is everyone’s responsibility.

**Learning activity**

The Health and Safety Executive is the national independent watchdog for work-related **health, safety** and illness. It acts in the public interest to reduce work-related death and serious injury across workplaces in Great Britain.

In the grid below, outline the relevant health and safety legislation and/or the responsibilities of employers and workers in health and social care. (There may not be specific legislation for all of the areas of the grid. Where none exists, just outline the responsibilities of employers and workers).

|  |  |  |  |
| --- | --- | --- | --- |
| **Area** | **Legislation** | **Responsibilities of employers** | **Responsibilities of workers** |
| General health and safety |  |  |  |
| Risk assessment |  |  |  |
| Fire safety |  |  |  |
| Moving and handling |  |  |  |
| Moving and positioning |  |  |  |
| Emergency first aid |  |  |  |
| Infection prevention and control |  |  |  |
| Food safety |  |  |  |
| Hazardous substances |  |  |  |
| Security in the work setting |  |  |  |
| Managing stress |  |  |  |

It is important to understand how this legislation applies to you in your work and how you should make sure you are working within the limits of your role and responsibilities.

**Learning activity**

You have been working at Little Owl’s nursery for three weeks and have been shadowing another member of staff, Rhian.

Rhian has asked you to help clear away the outdoor play equipment before she locks up. As you are doing this, she receives a call from her son’s school to say he had an accident and badly hurt his head. She is worried and asks you to finish putting away the outdoor play equipment and lock up. Rhian gives you the keys, writes down the alarm code and rushes off.

One of the pieces of play equipment is a plastic slide, which is difficult to move on your own. However, you don’t want to let Rhian down and try and move it on your own. As you are doing this, you pull a muscle in your back, the next day you are in a lot of pain and call in sick.

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| --- |
| Workbook notes  1. What action should you have taken instead of moving the slide on your own?  2. What could Rhian have done differently?    3. How would you report what had happened? |

# 5.2 Risk assessments for health and safety

Assessing risk is an integral part of maintaining health and safety within the workplace and for ensuring the well-being and protection of individuals and others.

It is important that the work setting is kept as safe as possible, both for yourself and the children you care for. This would include carrying out risk assessments, both formal and on a day-to-day basis. There are different types of accident, incidents, emergencies, and health and safety hazards.

**Learning activity**

Give three examples each of the types of accidents, incidents, emergencies and hazards that may occur in the work setting.

|  |  |  |  |
| --- | --- | --- | --- |
| **Accidents** | **Incidents** | **Emergencies** | **Hazards** |
|  |  |  |  |
|  |  |  |  |
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| --- |
| Workbook notes   1. What are the important actions you should carry out when you identify a hazard in the work setting? |

Health and safety risk assessments are carried out for any activities or tasks that may have hazards associated with them. For example, there would be a formal risk assessment for moving outdoor play equipment that is bulky or heavy. You will be expected to know about and follow all the written risk assessments in your work setting. You will also be expected to carry out informal risk assessments throughout your working day. For example, you would always look out for tripping hazards, such as clutter or loose floor coverings in rooms.

|  |
| --- |
| Workbook notes   1. Give three other examples of health and safety risk assessments that would be carried out in the work setting. |

**Learning activity**

Talk to your manager about the things that need to be taken into account when assessing and managing risk in working with children and the procedures you must follow. If you are not yet employed, leave this space blank and come back to it later.

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| --- |
| Workbook notes |

# 5.3 Fire safety

A fire is a very serious hazard. As an early years and childcare worker, you need to know what to do to prevent fires from happening and what to do in the event of a fire. Work settings have specific procedures to follow for fire prevention and protection. You should be trained in these. It is important you are aware of your and your employer’s responsibilities in relation to fire safety.

**Learning activity**

You have recently started working in a pre-school nursery which is run in the local Scouts hall. When you go to make a cup of tea at break time, you notice the flex on the kettle is worn and frayed. You mention this to your mentor Julia who tells you not to worry about it as it is working okay, and she will get a new one when she has time over the weekend. You are a bit worried as you don’t think you should be using damaged electrical equipment.

|  |
| --- |
| Workbook notes  1. What do you think the risks are here?  .  2. Who would you inform about your concerns and how would you do this? |

**Learning activity**

In the space below, make a note of the key legislation that relates to fire safety and summarise the responsibility that you and your employer have in relation to this.

|  |  |  |
| --- | --- | --- |
| **Legislation** | **Own responsibility** | **Employer responsibility** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

|  |
| --- |
| Workbook notes   1. Outline what would happen in your own setting if there was a fire or the fire alarm went off. |

# 5.4 Moving and handling, and moving and positioning

Moving and handling is a key part of the working day for most workers, such as moving equipment or boxes of toys. Your role might also involve moving and positioning children.

**Learning activity**

|  |
| --- |
| Workbook notes   1. Describe what the following terms mean:  * moving and handling * moving and positioning |

Poor moving and handling / positioning practice can lead to:

* back pain and musculoskeletal disorders, which can lead to inability to work
* moving and handling accidents – which can injure both the child being moved and the worker
* discomfort and a lack of dignity for the person being moved.

It is important you know about safe moving and handling / positioning so you don’t hurt yourself or a child you are assisting.

There is specific training you need to undertake before you support children in moving or positioning, or activities involving moving or handling, which your employer will arrange.

There are, however, some key principles about moving and handling that you need to be aware of at the start of your employment so that you do not put yourself at risk of injury.

|  |
| --- |
| Workbook notes   1. Outline the key principles of safe manual handling. |

**Learning activity**

Elinor has asked if you could pass her a box of games, which is on the top shelf of the cupboard, as she cannot reach it. She says she stood on a chair to try to get it herself, but could not reach it.

|  |
| --- |
| Workbook notes  1. What are the risks involved in this situation?  2.What actions should you take? |

**Learning activity**

Ask your manager to record in the space below how they have observed you carrying out safe moving and handling and / or positioning in your day-to-day work. Have a discussion about what you learnt from the training you have undertaken and how you put into practice the principles and techniques of safe moving and handling / positioning. If you are not yet employed, leave this space blank and come back to it later.

|  |
| --- |
| Workbook notes  Manager comments |

# 5.5 Emergency first aid

Workers in early years and childcare would be expected to attend an accredited paediatric first aid course to complete this area of learning if it is relevant to their role. Update your progress log once you have attended the training.

If you have not undertaken training, you should not attempt any form of first aid and must seek help immediately.

# 5.6 Infection prevention and control

Infectious diseases, unlike other diseases, such as diabetes, can spread from person to person. As with all illnesses, prevention is better than cure. To receive safe and effective care, infection control and prevention must be part of everyday practice and be applied consistently by everyone.

**Learning activity**

a. Complete the following table to show you understand:

* the key differences between bacteria, viruses, fungi and parasites
* the common illnesses/infections they cause
* the potential impact of these on the children you work with.

|  |  |  |
| --- | --- | --- |
| **Routes to infection** | **Common illnesses/infections** | **Potential impact** |
| Bacteria |  |  |
| Viruses |  |  |
| Fungi |  |  |
| Parasites |  |  |

b. What are the signs of common childhood illnesses and infections? List at least six, including meningitis and sepsis.

|  |  |
| --- | --- |
| **Childhood illness or infection** | **Symptoms** |
| 1. Meningitis |  |
| 1. Sepsis |  |
|  |  |
|  |  |
|  |  |
|  |  |

c.You see three-year-old Jamie come out of the toilet, he tells you he has a bad tummy. After checking how he is feeling, you settle him in the quiet corner while you go back to check the toilet. You clean up the toilet seat, which is soiled, and as you come out, Jamie and his friend Dylan ask for some water. You go to the kitchen and get them both a tumbler of water.

|  |
| --- |
| Workbook notes  1. What are the potential risks for spread of infection?  2. What would be good hygiene practice here?  3. What personal protective equipment would you use to prevent the spread of infection and when would you have used it in this instance? |

d. Hand washing is a crucial part of providing safe care and for the prevention of cross infection. List the times when handwashing should be carried out.

|  |
| --- |
| Workbook notes |

e. Outline the proper hand washing technique.

|  |
| --- |
| Workbook notes  Hand washing technique: |

In the space below, ask your manager to record how they have observed your **hand washing technique**.

|  |
| --- |
| Manager feedback |

Your work setting will have procedures for recording and reporting incidents of infection. Ask your manager for a copy of them to read.

# 5.7 Food safety

Food safety training is a legal requirement for workers involved in the preparation, handling or cooking of food. If your role involves preparing or serving food, it is important you keep to the strictest standards of hygiene.

**Learning activity**

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| --- |
| Workbook notes   1. Identify some of the food safety hazards that can occur through the preparation, serving, clearing away and storing of food and drink. 2. Explain why surfaces, utensils and equipment must be clean for food preparation. 3. What personal protective clothing should you wear when handling food? 4. You work in a breakfast club. The kitchen is also used for school lunches. One morning, as you take the milk out of the fridge, you notice packets of uncooked chicken dripping onto packets of cooked ham.  * What are the issues in terms of food hygiene? * What should happen to the packets of cooked ham? * How would you record and report this?  1. Explain what could happen if food safety measures are not followed when providing food and drink for children in your work setting. 2. Outline the steps you would need to take to find out about and take account of food allergies. |

# 5.8 Hazardous substances

This section will help you show you know how to store, use and dispose of hazardous substances safely.

**Learning activity**

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| --- |
| Workbook notes   1. What do we mean by the terms “hazardous substances” and the “control of substances hazardous to health”? 2. List the types of hazardous substances that may be found in your work setting.      1. Outline, in discussion with your manager, what the arrangements are for storing, using, dealing with spillages and disposing of hazardous substances in your work setting. Going back to Jamie, what hazardous substances would you have needed to dispose of after cleaning the toilet and how would you do this? Make some notes of the discussion below. |

# 5.9 Safety in the work setting

Good security measures are important to make sure that you and the children you work with are safe. Your work setting will have security procedures, which you will need to be familiar with to protect yourself and others you work with.

**Learning activity**

|  |
| --- |
| Workbook notes   1. What might be the potential risks to security in the work setting? 2. Some roles or situations will involve lone-working. What are the particular risks for lone workers and how should these be managed? 3. Bethan is in charge of signing children in and out of the setting as they arrive and leave. Why is it important to do this promptly and accurately? 4. A person Bethan does not recognise turns up to collect five-year-old Tom. He tells you he is his uncle Jake and is helping out by picking Tom up. Tom confirms he is his uncle, what should Bethan do? 5. If you are already employed, describe some of the security measures that are in place in your work setting. |

In the space below, talk to your manager about the ways that you work to ensure security within the work setting. If you are not yet employed, leave this space blank and come back to it later.

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| --- |
| Manager feedback |

# 5.10 Managing stress

Being under pressure is a normal part of life. It can be a positive force that helps us take action, feel more energised and get things done, but it can also be negative if we often feel overwhelmed, under undue pressure and overloaded. Such feelings can affect our well-being and cause illness. It is important to recognise stress in our lives and how to manage it if we are experiencing it.

**Learning activity**

Stress can affect us both emotionally, physically and in the way we behave, that is, our mental health and well-being. List five common signs of stress under each heading.

|  |  |  |
| --- | --- | --- |
| **How you might feel** | **How you might be physically affected** | **How you might behave** |
| 1. |  |  |
| 2. |  |  |
| 3. |  |  |
| 4. |  |  |
| 5. |  |  |

|  |
| --- |
| Workbook notes   1. What are the different kinds of situations that can cause stress? List five of them below. 2. Think about a time when you have been stressed. What did you do to help you deal with it? 3. It’s important that you are able to recognise when you feel stressed so you can put things in place to help you manage it. Managing stress well will reduce the negative effects it can have on your health and well-being. Discuss with your manager what support might be available if you are experiencing stress. Make some notes here. |

# 5.11 Workbook reflection

**Learning activity**

Reflection is an essential part of early years and childcare practice. In the space below, identify three things that you have learnt from completing this workbook and how you will put this into practice.

|  |
| --- |
| Workbook notes |

# 5.12 Policies and procedures

If you are already working, your employer will have some policies and procedures that are relevant to this section. In the space below, make a list of these.

|  |
| --- |
| Workbook notes |

# 5.13 Practice placement reflection

If you are in a work placement talk to the manager or your mentor about how you have put health and safety into practice. Write a short reflective account and ask the manager or mentor to record a summary in the space below.

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| --- |
| Workbook notes  Manager comments |

If evidence from the workbook is being used towards the qualification, use the space below to record any discussions between you and your qualifications assessor.

|  |
| --- |
| Qualification assessor discussion notes |

**If evidence from the workbook is being used towards the qualification, the assessor must complete the declaration below.**

|  |
| --- |
| **Worker declaration**  I confirm that the evidence listed for the workbook is authentic and a true representation of my own work.  Worker signature  Date  **Manager declaration**  I confirm that the worker has achieved all the requirements of the workbook with the evidence submitted.  Manager signature  Date  **Qualification assessor declaration**  I confirm that the learner has achieved all the requirements of the workbook with the evidence submitted. Assessment was conducted under the specified conditions and is valid, authentic, reliable, current and sufficient.  Qualification assessor signature  Date |