**Preparation for Setting Re-opening Framework
Early Years Settings**

**Possible Scenarios:**

* **Full re opening with Nursery and EYFS**
* **Partial/Phased Re-opening** that would be bespoke to setting and dictated by risk assessment based on considerations from the framework.
	1. All children back to their early years setting but, on a rota, i.e. different days/ times/ weeks
	2. Working parent children first
	3. 4 year olds due to transition into school in September first
	4. FEEE funded children first (i.e. 3 - 4 year olds)

| **Theme** | **Planning for Staff coming in*(things that can happen now)*** | **Planning for children coming in*****(Staff are in setting)*** | **Ongoing*(Longer term)*** |
| --- | --- | --- | --- |
| **Logistics** | Updated setting risk assessment in place | Risk assessments carried out on ongoing basis |  |
| Inform ECC and Ofsted of intention to re-open |  |  |
| Liaison with premise landlord on ability to re-open (i.e. if in public building still in lockdown) |  |  |
| Health and safety check undertaken of the premises/facilities and building compliance, e.g. water treatments if the building has been closed. |  |  |
| First aid arrangements in place. |  |  |
| Approach to confirmed COVID19 cases in place:* in setting time
* outside of setting time
 |  |  |
| Hygiene / cleaning supplies (i.e. sanitiser and soap) understood and appropriate supplies in place. |  |  |
| Process for cleaning in place and adequate cleaning supplies available. | Regular cleaning undertaken during sessions |  |
| Food safety procedures in place. |  |  |
|  | First aid requirements met for any children who will be on site |  |
|  | Inform Insurance Company of intention to re-open - check Insurance Cover detail / requirements |  |  |
| **Social Distancing** | Social distancing plan in place for staff i.e. for breaks, considering also meetings and training. |  |  |
| 2 metre markers are present on floors for parents/carers to enable social distancing when dropping off and picking up. | Staggered setting drop off / pick up times and locations (if possible) |  |
|  | Social distancing plans on drop off / pick up communicated with parents.  |  |
|  | Consideration of creating consistent groupings of children and staff |  |  |
| **HR/Staffing** | Staffing numbers required for different scenarios determined |  |  |
| Approach for staff who are shielding. |  |  |
| Approach for staff who are vulnerable but not in receipt of a shielding letter or live with those who are shielding. |  |  |
| Plans to respond to increased sickness levels. |  |  |
| Approach to support wellbeing, mental health and resilience, including bereavement support. |  |  |
| Response to testing and returning to work. |  |  |
| Induction for new starters. |  |  |
| Training plan for staff on new approaches. |  |  |
| Arrangements to return any furloughed staff. |  |  |
|  | Agreed staffing numbers in place. | Reviewing staff contracts re: hours / working patterns |
|  | Staff rota in place. |  |
| **Children Re-orientation***back into setting after a period of closure/ being at home* |  | Approach to preparing children for a return to routine, learning and new social situations. |  |
|  | Approach to supporting wellbeing, mental health and resilience, including bereavement support. |  |
|  | Consideration of the impact of COVID19 on families * Financial
* Potential increased FEEE2 eligibility
* Referrals to social care and other support
* EYPP/ vulnerable groups
 |  |
| **Partial Re-opening** | When furlough scheme ends, consideration on staff hours / working patterns  | Rota in place for children (if necessary)  |  |
|  | Risk Assessment/s reviewed and updated – support in place from ECC EYCC |  |
|  | Approach to visitors in place in line with guidance |  |
|  | Response for children with shielding letters |  |
| **Transition** *What will need to be different this year because of COVID19?* |  | Online/ website support for families around transition linked in with schools and support from ECC and other partners such the Essex Child and Family Wellbeing Service |  |
|  | Plan for transitions:* New staff in room
* New routines
* Change of room / adult : child ratios
* New setting as previous not yet open / permanently closed
* EYs to Primary
* Vulnerable children
* Children with SEND

Physical and sensory needs, including adaptations, equipment etc (lead in times) |  |
| **Safeguarding** |  | Welfare check process amended in response to partial re-openingOngoing keeping in touch requirements for Vulnerable children/ TAF meetings with social care and wider partnersPrioritising vulnerable children where possible to attend the provision if this is agreed as the preferred option for them |  |
|  | Process in place for referrals to social care. |  |
| RE check on validity of current Designated person (l3) training and L2 safeguarding trainingEnsure Safeguarding Policy is reviewed to reflect current guidance | Updates to DBS Process for new starters. Consider document validation over video calls with original docs presented on return to work (scan docs for submission) Preparation for disclosures (process reminder, refresher training, TPP training).Settings must continue to have a practitioner designated to take lead responsibility for safeguarding. It is acceptable for the safeguarding lead to not be based on-site if this is not practical, for example they may be working from home, or be based at another setting, as long as they are still available to provide support, advice and guidance to staff.Updated safeguarding guidance available on EYCP webpage: <https://eycp.essex.gov.uk/covid19-coronavirus/>Additional info available for parents when caring for children at home during phased return<https://www.escb.co.uk/safeguarding-children-during-coronavirus-covid-19/resources-for-families/>Consider sharing online safety / web browsing guidance for children using the internet at home | Access to relevant and updated DBS process Regular review of training options for Safeguarding level 2 and 3 – along with specific Covid-19 guidance |
|  | Approach to responding to the safeguarding elements of Mental health and wellbeing – safeguarding elements. |  |
|  | Consider NSPCC resources aimed at young children who may have worries re CV or when dealing with loss / bereavement (loss of structure, accessing friends, routine as well as bereavement) |  |
| **EYFS and learning environment** |  | Setting up planningi.e. do you need to consider removing some of the equipment/resources so that cleaning is more manageable? Some could be rotated in and out of storage. |  |
|  | Daily Routines planningi.e. which routines and procedures are familiar and comforting to the children that are easy to implement now? Which will need adapting?Are you able to spend as much time outside as possible? |  |
|  | Review of known people that will collect children, this may have changed i.e due to lack of grandparent support |  |
|  | Consider adaptations to learning environment following government guidance on planning and organisation. |  |
| **Children with SEND / Additional Needs** | Re-establish contact with other professionals working with children | Updating One Plan, SaLT & other therapy programmes etcLiaise with parents re: days/times child will attend – ensure appropriate staff member/levels are in place |  |
| Alerting EYCC to access Inclusion and/or SEN Premium Funding  |  |  |
| **Attendance** | Contact parents to understand their expectations | Preparations for social distancing measures for drop off / pick upCommunicate changes re: drop off/pick up arrangements with parentsShare Safe Operating Procedures etc with staff and parents |  |
| **Communications** | Communications with staff around returning, coming off furlough, initial rotas etc |  |  |
|  | Communications with parents:* Plan for partial re-opening
* Social distancing plan for drop off / pick up
* Wellbeing/ support and acknowledgement to parents of home learning
 |  |
| **Finance** | Understand any additional costs incurred due to COVID19.  |  | Review impact of financial position and cashflow position  |
| Analysis of current financial position  | Undertake an analysis and impact of variable costs incurred whilst staffing levels and child occupancy increases.  | Plan for managing future costs in light of any changed income levels i.e. purchasing consumables and covering operating costsAnalysis on impact on any Reserves  |
| Submit any eligible insurance claims |  | Review of any changes to policy costs or cover |
|  | Review of business model – and any necessary changes needed in current operating levels | Different operating hours or level of service may need to be offered / considered |  |