



The NEST
alternative provision

Dee Space Risk Assessment (outside)

Date written:	July 2025
Date reviewed:	n/a 2025
Approved on:	August 2025
Review date:	July 2026
Substantive changes since last review:	-

Severity (S)		Likelihood (L)		Risk (R = S x L)	
0	No harm	0	Impossible	0-6	Reasonable risk
1	Negligible	1	Rare	6-12	Task completed with awareness
2	Low	2	Unlikely	12-18	Task completed with heightened care and supervision
3	Medium	3	Possible	18+	Stop task immediately
4	High	4	Likely		
5	Fatal/life-changing	5	Certain		

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Hazard			Inherent risks			Controls	Mitigate d risks		
Activity	Harm	To whom	S	L	R		S	L	R
Weather									
Hot weather Direct sun exposure	Sun burn Heat stroke Dehydration Melanoma	Learners, Staff, Visitors	5	3	15	- Staff model best practice in all weathers. - Barrier sun protection application encouraged to learners. - Learners requested to provide sun hats from home for in-NEST kit. - Spare sun hats available for staff and learners without. - Supervisors mindful of sun exposure and limit time in direct sun. - Leaving checks include bringing drinks for each learner.	4	2	8
Cold and/or wet weather	Slips, trips, falls Chilblains Cracked skin Low body temperature Hypothermia		4	3	12	- Staff check for ice before outdoor activities - broken up, salted, avoided as necessary. If slippery due to ice or leaves – no running permitted. - Suitably warm clothing checked before going out. - Learners requested to provide warm layers (hats, scarves, gloves), change of clothes, towel & lip treatment from home for in-NEST kit. - Spare warm layers available for staff and learners without. - Supervisors mindful of and limit to exposure to cold/wet conditions. - Returning inside, extremities heated with lukewarm water – chilblains. - Hypoallergenic moisturiser available (pump-top less cross-contamination). - Trap mat for wet or snowshoes when returning to building.	3	2	6
Play areas and court									
Rubbish <i>Slippery surfaces</i>	Slips, trips, falls Cuts, abrasions	Learners, staff, visitors, others in play areas	4	2	8	- Playgrounds checked for glass, ice, leaves, faeces, litter, etc. daily. - Supervision (by at least one First Aider) outside the building at all times. Maintaining 1:4 staff to learner ratio. If it cannot, activity is stopped. - Litter picks by staff & learners with appropriate PPE & safe disposal. - If rubbish cannot be cleared – play area will not be used.	3	1	3
Cat/dog faeces	Toxocariasis		4	3	12	As well as above:	4	1	4
Discarded used needles	Blood borne disease e.g. HIV, hepatitis		5	2	10	- Where found, immediate change of location for play. - Report faeces or needles to RBC via Love Clean Reading for safe clearance. - Report to Peabody Trust to advise other users until cleared. - If learner comes into contact with either, medical guidance sought.	5	1	5

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Falls from equipment	Slips trips falls Cuts, abrasions Head injuries Broken bones	Learners, staff, visitors, others in play areas	4	3	12	- Play area avoided if populated by other (particularly younger) children. - Learners wear suitable clothes – e.g. closed shoes, tied laces, no dangling. - Leaving protocol involving re-iterating the rules for using the play area. - Nothing left under climbing areas that could exacerbate a fall. - First Aider always supervises visits to play areas. - Learners supervised at most 1:4 ratio allowing early intervention.	3	2	6
Falls from running/ physical activity			3	3	9	As well as above: Padding recommended as necessary to the activity.	2	3	6
Damaged equipment	Cuts, abrasions Punctures, Head injuries, Broken bones,		4	2	8	- All equipment and surfaces undergo daily pre-use checks. - Learners encouraged to look for defects and report them to staff. - Report any issues to RBC immediately. - No attempts made to repair defects by staff or learners.	4	1	4
Misuse of equipment	Cuts, abrasions, Entrapments, Falls, Head injuries		4	3	12	- Supervision (see above). - Learners encouraged to ask before experimenting with new forms of play. - Staff model dynamic risk assessments aloud before agreeing to activities.	4	1	4
Collisions and conflicts	Cuts, abrasions, Head injuries Broken bones		3	3	9	- Supervision (see above) - Number of children on any one piece of equipment limited to ensure safety and prevent overcrowding. - Staff trained in de-escalation and physical intervention.	2	2	4
Interacting with the public (directly or indirectly)									
Road safety	Cuts, abrasions, Head injuries, Broken bones, Death	Learners, staff, visitors, road users	5	3	15	- As much as possible the road area (residential, low speed) will be avoided. - Road safety taught to learners as part of curriculum. - Supervision (see above). - If heading further afield PPE (high vis) worn. - Parking areas when used for activity temporarily, coned off. - See Trips off-site Risk assessment & Peabody Trust RA.	4	1	4
Exposure to members of the public	Harassment, Verbal abuse, Assault	Learners, staff, visitors	4	2	8	- Move learners away from any threatening person immediately. - Supervision (see above). - Teach learners coping strategies for when out and about. - See Dee Space – inside Risk Assessment.	2	1	2

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Learners leaving site unaccompanied	Lost, Accident, Kidnap,	Learners, Caregivers	5	2	10	- Supervision (see above) and doors monitored. - The NEST will endeavour to create relationships with local people who could guide learners back to site and/or inform staff to assist in retrieval. - Learners given privilege to leave site (with caregiver consent) only when they have demonstrated consistent responsibility (which includes following a procedure for doing so).	3	1	3
Stray dog	Dog bite, Infectious disease	Learners, staff, visitors	4	2	8	- Learners taught to not approach strange dogs and report to staff immediately. - Dog collection officer contacted immediately. - If safe to do so, dog contained within a space without learners until collection arrives.	4	1	4
<i>See Dee Space Risk Assessment (inside) for arson, vandalism, more on strangers</i>									
Action required								By whom	