# All Wales Induction Framework for Early Years and Childcare

## Section 5 – Health and safety in children’s care, learning, development and play

This section 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.

## Contents

5.1 Health and safety in a work setting

5.2 Risk assessments for health and safety

5.3 Fire safety

5.4 Moving and handling, and moving and positioning

5.5 Paediatric first aid

5.6 Infection and prevention control

5.7 Food safety

5.8 Hazardous substances

5.9 Safety in the work setting

5.10 Managing stress

Glossary

## Progress log for health and safety in children’s care, learning, development and play

## 5.1 Health and safety in a work setting

**How to meet legislative requirements for health and safety in the workplace setting**

|  |  |  |  |
| --- | --- | --- | --- |
| **5.1a Core knowledge learning outcomes for all workers** | **Evidence used**  | **Assessed by who and when** | **Signatures**  |
| **Key legislation** that relates to health and safety in the **workplace / setting** and what this means in practice |  |  |  |
| The responsibilities of employers, the worker and others for health and safety at work |  |  |  |
| The importance of working within the limits of own role and responsibilities |  |  |  |
| The importance of raising concerns about practices or working conditions that are unsafe or pose a risk |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **5.1b Additional AWIFEYCC learning outcomes****You are able to work in ways that:** | **Evidence used** | **Assessed by who and when** | **Signatures**  |
| Meet your responsibilities in line with health and safety legislation |  |  |  |
| Adhere to your workplace/setting’s policies and procedures for health and safety |  |  |  |
| Follow your workplace/setting’s processes for the recording and reporting of any concerns or incidents related to health and safety |  |  |  |

## 5.2 Risk assessments for health and safety

**How risk assessments are used to support health and safety in the work setting**

|  |  |  |  |
| --- | --- | --- | --- |
| **5.2a Core knowledge learning outcomes for all workers** | **Evidence used**  | **Assessed by who and when** | **Signatures**  |
| What is meant by ‘risk assessment’ in relation to health and safety |  |  |  |
| **Key legislation** that relates to **accidents, incidents and emergencies** |  |  |  |
| The types of accidents, incidents, emergencies and health and safety hazards that may occur in the **workplace / setting** |  |  |  |
| The importance of risk assessment in the identification of hazards related to the work setting or work activities |  |  |  |
| Responsibilities for carrying out, recording and following risk assessments for work activities |  |  |  |
| The difference between formal recorded risk assessments and those that are carried out routinely as part of working practice, such as checking a room for tripping hazards on entry |  |  |  |
| The importance of reporting concerns or incidences that have or may be likely to occur |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **5.2b Additional AWIFEYCC learning outcomes** **You are able to work in ways that:** | **Evidence used** | **Assessed by who and when** | **Signatures**  |
| Comply with health and safety risk assessments for your workplace and the procedures for reporting concerns or incidents |  |  |  |

## 5.3 Fire safety

**How to promote fire safety in work settings**

|  |  |  |  |
| --- | --- | --- | --- |
| **5.3a Core knowledge learning outcomes for all workers** | **Evidence used**  | **Assessed by who and when** | **Signatures**  |
| **Key legislation** that relates to fire safety |  |  |  |
| The responsibilities of the employer, the worker and others for fire safety in the work setting |  |  |  |
| Practices that prevent fires from starting and spreading |  |  |  |
| The importance of knowing about fire evacuation procedures |  |  |  |
| The importance of maintaining clear exit routes at all times |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **5.3b Additional AWIFEYCC learning outcomes** **You are able to work in ways that:** | **Evidence used** | **Assessed by who and when** | **Signatures**  |
| Adhere to your work setting’s procedures that must be followed in the event of a fire |  |  |  |

## 5.4 Moving and handling, and moving and positioning

**The principles of 'moving and handling' and 'moving and positioning'**

|  |  |  |  |
| --- | --- | --- | --- |
| **5.4a Core knowledge learning outcomes for all workers** | **Evidence used**  | **Assessed by who and when** | **Signatures**  |
| What is meant by the terms ‘moving and handling’ and ‘moving and positioning’ |  |  |  |
| **Key legislation** that relates to moving and handling, and what this means in practice |  |  |  |
| The principles and techniques of moving and handling |  |  |  |
| The implications of poor practice in moving and handling |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **5.4b Additional AWIFEYCC learning outcomes** **You are able to work in ways that:** | **Evidence used** | **Assessed by who and when** | **Signatures**  |
| Carry out moving and positioning, and / or moving and handling, in accordance with your training and role |  |  |  |

## 5.5 Paediatric First Aid

**How and when paediatric first aid can be applied in the work setting**

Note: As per the National Minimum Standards[[1]](#footnote-1) - ‘At all times, at least one person caring for the children must have a current qualification in first aid appropriate for the age of the children being cared for.’

|  |  |  |  |
| --- | --- | --- | --- |
| **5.5b Additional AWIFEYCC learning outcomes** **You are able to work in ways that:** | **Evidence used** | **Assessed by who and when** | **Signatures**  |
| Attended paediatric first aid training suitable to your role and know when it is appropriate to apply paediatric first aid and when medical help needs to be sought |  |  |  |

## 5.6 Infection prevention and control

**The main routes to infection and how to prevent the spread of infections in the workplace / setting**

|  |  |  |  |
| --- | --- | --- | --- |
| **5.6a Core knowledge learning outcomes for all workers** | **Evidence used**  | **Assessed by who and when** | **Signatures**  |
| Signs of childhood illnesses and infections (including **meningitis** and **sepsis**) that may be caused by **bacteria, viruses, fungi and parasites**, and the potential impact of these illnesses |  |  |  |
| How infections are transmitted |  |  |  |
| Poor practices that may lead to the spread of infection |  |  |  |
| Factors that will make it more likely that infections will occur |  |  |  |
| **Key legislation** and standards related to infection prevention and control |  |  |  |
| The role and responsibilities of employers, workers and others (including health partners) for infection prevention and control |  |  |  |
| How to maintain a clean environment to prevent the spread of infection |  |  |  |
| The importance of good personal hygiene to prevent the spread of infection |  |  |  |
| The recognised **hand washing technique** to prevent the spread of infection |  |  |  |
| The use of personal protective equipment to prevent the spread of infection |  |  |  |
| Procedures for recording and reporting incidents of infection |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **5.6b Additional AWIFEYCC learning outcomes** **You are able to work in ways that:** | **Evidence used** | **Assessed by who and when** | **Signatures**  |
| Follow good hygiene practice |  |  |  |
| Implement your workplace policies and procedures for infection prevention and control |  |  |  |
| Follow a hand washing technique that is used to prevent the spread of infection |  |  |  |

## 5.7 Food safety

**How to implement food safety measures**

|  |  |  |  |
| --- | --- | --- | --- |
| **5.7a Core knowledge learning outcomes for all workers** | **Evidence used**  | **Assessed by who and when** | **Signatures**  |
| **Key legislation** for food safety |  |  |  |
| The role and responsibilities of employers and workers for food safety |  |  |  |
| The importance of implementing food safety measures |  |  |  |
| Food safety hazards that can occur through the preparation, serving, clearing away and storing of food and drink |  |  |  |
| Why surfaces, utensils and equipment must be clean for food preparation |  |  |  |
| When personal protective equipment should be used |  |  |  |
| Safe storage, preparation and use of food and drink |  |  |  |
| Safe disposal of food waste |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **5.7b Additional AWIFEYCC learning outcomes** **You are able to work in ways that:** | **Evidence used** | **Assessed by who and when** | **Signatures**  |
| Follow your workplace/setting’s policies and procedures in relation to food safety |  |  |  |

## 5.8 Hazardous substances

**How to store, use and dispose of hazardous substances safely**

|  |  |  |  |
| --- | --- | --- | --- |
| **5.8a Core knowledge learning outcomes for all workers** | **Evidence used**  | **Assessed by who and when** | **Signatures**  |
| What is meant by the term ‘hazardous substances’ |  |  |  |
| The types of hazardous substances that may be found in the workplace / setting |  |  |  |
| Safe practice for: storing, using and disposing of hazardous substances |  |  |  |
| What is meant by the term **'Control of Substances Hazardous to Health'** (COSHH) and how to implement it |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **5.8b Additional AWIFEYCC learning outcomes** **You are able to work in ways that:** | **Evidence used** | **Assessed by who and when** | **Signatures**  |
| Follow national and workplace policies and procedures for the storage, use and disposal of hazardous substances |  |  |  |

## 5.9 Safety in the work setting

**How to maintain security in the workplace setting**

|  |  |  |  |
| --- | --- | --- | --- |
| **5.9a Core knowledge learning outcomes for all workers** | **Evidence used**  | **Assessed by who and when** | **Signatures**  |
| Potential risks to security in the workplace setting |  |  |  |
| Safe practice to ensure security in the workplace setting including: lone working, advising of whereabouts, access to workplace / setting, signing children in and out |  |  |  |
| Safe practice to ensure children are only released to pre-agreed individuals |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **5.9b Additional AWIFEYCC learning outcomes****You are able to work in ways that:** | **Evidence used** | **Assessed by who and when** | **Signatures**  |
| Adhere to arrangements that are in place to ensure that you, the children and others are safe in the work setting |  |  |  |
| Adhere to workplace policies and procedures for lone working, advising of whereabouts and access to the work setting |  |  |  |

## 5.10 Managing stress

**How to manage stress**

|  |  |  |  |
| --- | --- | --- | --- |
| **5.10a Core knowledge learning outcomes for all workers** | **Evidence used**  | **Assessed by who and when** | **Signatures**  |
| The common signs and indicators of stress |  |  |  |
| Potential circumstances that can trigger stress |  |  |  |
| Ways to manage stress |  |  |  |
| The importance of recognising stress and taking action to reduce it |  |  |  |
| Where to access additional support if experiencing stress |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **5.10b Additional AWIFEYCC learning outcomes** **You are able to work in ways that:** | **Evidence used** | **Assessed by who and when** | **Signatures**  |
| Use your supervision to discuss your well-being with your line manager |  |  |  |

## Glossary

**Key legislation:**

* The Health and Safety at Work Act 1974
* The Management of Health and Safety at Work Regulations 1999
* Workplace (Health, Safety and Welfare) Regulations 1992
* Manual Handling Operations Regulations 1992
* Provision and Use of Work Equipment Regulations 1998
* Lifting Operations and Lifting Equipment Regulations 1998
* Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013
* Personal Protective Equipment (PPE) at Work Regulations 1992
* Control of Substances Hazardous to Health (COSHH) Regulations 2002
* NICE guidelines quality standards

**Key legislation and standards related to infection prevention and control**

* National Institute for Health and Care Excellence (NICE) Quality Standard 61 Infection Prevention & Control April 2014
* World Health Organisation (WHO) Clean Care is Safer Care: Five Moments for Hand Hygiene
* Control of Substances Hazardous to Health Regulations (COSHH) (2002)
* Standard Infection Control Precautions (SICPS) Public Health Wales (2013)
* Welsh Healthcare Associated Infection Programme (WHAIP) Procedure No 6 – management of blood and body fluid spillages (WAG 2009)
* All Wales NHS Dress Code, Free to Lead Free to Care

<http://www.wales.nhs.uk/sitesplus/888/page/95109>

**Key legislation that relates to fire safety including:**

* The Health and Safety at Work Act 1974
* The Regulatory Reform (Fire Safety) Order 2005
* Control of Substances Hazardous to Health (COSHH) 1999 Hazardous Waste
* The Provision and Use of Work Equipment Regulations 1998
* The Electrical Equipment (Safety) Regulations 1994
* The Management of Health and Safety at Work Regulations 1999
* Workplace (Health, Safety and Welfare) Regulations 1992

**Workplace/setting:** Would be a setting in which care and support is provided, such as residential child care, individual's own home, foster care, and so on.

**Accidents:** Something that occurs unexpectedly and unintentionally, typically resulting in damage or injury, such as a child falling.

**Incident(s):** An instance(s) of something happening, a one-off event or occurrence, such as a parent not picking up their child.

**Emergencies:** Serious, unexpected situations requiring immediate action, such as a missing child.

**Bacteria, viruses, fungi and parasites:**

Common childhood illnesses and infections caused by:

1. bacteria: food poisoning, tuberculosis, MRSA, dysentery, bronchitis, ear infections, strep throat and tonsillitis

2. viruses: influenza, common cold, stomach flu, pneumonia

3. fungi: athlete’s foot, ringworm and yeast infections

4. parasites: worms, malaria.

**Sepsis:** Learners need to understand that illnesses such as those above can lead to acute deterioration conditions such as sepsis.

**Meningitis:** Is usually caused by a bacterial or viral infection.

**Bacterial meningitis:** Is rarer but more serious than viral meningitis.

**Hand washing technique:** Using current national and international guidelines.

1. National Minimum Standards for Regulated Childcare for children up to the age of 12 years Quality of care <https://careinspectorate.wales/sites/default/files/2018-01/160411regchildcareen.pdf> [↑](#footnote-ref-1)