



Wheeled Toy's : Risk Assessment

Lapstone Activity Centre

- Identified Hazard –**
- Falling off wheeled toy
 - Colliding with other children
 - Tripping on sticks, debris etc. while riding
 - Inclement weather/ sun safety
 - child's ability to ride their own wheeled toy
 - Community members using the courts
 - Children absconding

Risk Rating Key

!! Very High

! High Risk

Medium Risk

*** Low Risk**

Risk	Control Measure
<p>! Concussion</p> <p># Pain and itching</p> <p>!!! Cuts, scrapes, bruises</p> <p>!!! Broken bones, fractures, sprains, strains</p> <p>!!! Tripping, falling, slipping onto concrete</p>	<ul style="list-style-type: none"> - Families are informed in advance by Service Coordinator: <ul style="list-style-type: none"> o About our wheeled toy rules (outlined on our website) and are encouraged to speak with their children about them. o Children must have: <ul style="list-style-type: none"> ▪ Correctly fitting helmets and safety equipment to be able to ride ▪ Wheeled toys that are in safe working order ▪ Closed in shoes. - Prior to riding the Responsible Person on shift will ensure: <ul style="list-style-type: none"> o Riding area is set up with clear instructions of directions including how to entry and exit the riding track. o All Educators on shift have read and signed this Risk Assessment and are aware of all responsibilities throughout the day. o Wheeled toy "Parking Area" to be set up where children can store all wheeled toys safely to avoid trip hazard. o All hazards are removed or minimised (e.g. large sticks and rocks removed etc). - Responsible Person in the morning to assess, how many wheeled toys have been brought to the service, Groups created to ensure only max number of children are riding on the track at any designated time (and the riding track is not overcrowded). <ul style="list-style-type: none"> o Groups can be created via age, ability, or wheeled toy (e.g., only bikes, only skateboards etc) if needed. - Throughout the day all educators are to ensure that:

<p>* Unable to communicate with Coordinator/Educators</p> <p>! Strangers/ community members interacting with children/ using inappropriate language</p> <p>!! Children leaving the designating area/ attempting to leave school grounds</p>	<ul style="list-style-type: none"> ○ Children will be instructed and reminded about safe storage of wheeled toys, safety rules for riding and consequences of not following the directions of educators, including being unable to ride. ○ Children displaying poor balance on their wheeled Toy will be unable to ride. ○ Children are not sharing wheeled toys and only riding their own. ○ The riding track remains free of hazards throughout the day. ○ Children are provided with water breaks for hydration. <ul style="list-style-type: none"> - As the school is open to public – Educators will need to assess and use courts when they are not occupied by members of the community. If needed, the RP or coordinator will ask for members of the community to come back later in the day so that the children are able to use the courts for riding - Head counts will be conducted regularly whilst away from service building - High risk areas will be supervised by educators at all times - Walkie talkies will be used by staff members for easy communication. Service mobile phone will also be taken for ease of making phone calls in emergency
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Risk Benefit Analysis

<p>The benefits to children by allowing them to ride a variety of wheeled toys at the service include:</p>	<p>Improves:</p> <ul style="list-style-type: none"> - Physical fitness - Mental health - Learning Development - Muscle regulation and growth - Reflexes, flexibility, range of motion and reaction time - Balance and coordination <p>Supports:</p> <ul style="list-style-type: none"> - Social Development - Team bonding - Stress and anxiety relief <p>Increases</p> <ul style="list-style-type: none"> - Happiness - Gross Motor Development 	<p><u>My Time Our Place Outcomes:</u></p> <ul style="list-style-type: none"> - <i>Children to develop a sense of belonging to groups and communities and understand the reciprocal rights and responsibilities necessary for active community participation (2.1)</i> - <i>children to become strong in their social and emotional wellbeing (3.1)</i> - <i>children taking increasing responsibility for their own health and physical wellbeing (3.2)</i> - <i>children interact verbally and non-verbally with others for a range of purposes (5.1)</i>
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