

Appendix B

Risk Assessment Tops Day Nurseries

Sheet No	Date of assessment 25/05/21	Activity/Process Lifecycle of native butterflies.			Location Tops Day Nurseries			Assessed by J Penn B.Chaitoff	Review Date 5/22
No: SS002	Activity/Process	Hazard	Persons in Danger	Severity L to H	Likelihood L to H	Result L to H	Controls and Comments		Result

Risk Benefit:

The five freedoms that apply to any living creature in our care.

1: *Freedom from thirst, hunger and malnutrition:* give ready access to fresh water and a diet to maintain full health and vigour.

2: *Freedom from discomfort:* provide a suitable environment, including shelter and a comfortable resting area.

3: *Freedom from pain, injury and disease:* ensure prevention or rapid diagnosis and treatment.

4: *Freedom to express normal behaviour:* provide sufficient space, proper facilities and company of the animal's own kind.

5: *Freedom from fear and distress:* ensure conditions avoid mental suffering.

Having pets encourages children to have shared ownership over the care and attention given to another living creature, which teaches them how to respect and treat animals and in turn this passes over to interactions with humans. It engages them to respond to something other than their own needs as the creature is dependent upon them for food, warmth, exercise, safety etc. This is often something the children may have not been exposed to thinking about before.

Children often talk, with pets, or about the pets promoting communication and language skills, children will also often draw pictures, paintings of the pets in the setting. Children sometime use pets as alter egos who they can play and talk with using their imaginative skills, which can solve problems or issues they may be experiencing.

The nursery will often take the children to the pet shop to purchase supplies for the animals further enhancing their children's real life experiences and adding to the ownership and responsibility of looking after the animal. Stroking pets helps to release positive chemicals in the brain which in turn makes the child feel relaxed and happy. However some children are fearful of pets as they might be worried about them biting, scratching or other unpredictable behaviours, observing their peers interacting with pets can help children overcome their anxieties and find strategies to cope with situations they feel less confident about.

What should you do if you're a compassionate educator who wants to teach your excited children about animals' life cycles, spark their wonder, engage them in a unit of study, and foster their empathy for animals?

Insects are animals, and educators should **think carefully about having animals in the nursery as a classroom tool.** When educators embark upon lessons on the popular topic of life cycles, they may order life-cycle kits that use live animals, such as butterflies or frogs, without knowing that they suffer in these projects.

Instead of mail kits, and to foster just as much awe and wonder whilst teaching compassion and respect, make it a regular habit to appreciate all kinds of insects.

Plant butterfly friendly plants in an area of your garden. Spend some time each day looking underneath leaves for caterpillars and chrysalises.

If you want to have a meaningful butterfly release. keep the caterpillars you discover protected in a netted cage with their natural food source, watch them spin cocoons, and wait patiently until they emerge with wings.

Look forward to releasing **native** butterflies into their home range, knowing that you had a hand in rearing them. That's truly something special to celebrate.

Read butterflies in the nursery care sheet [here](#)

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1	Handling caterpillars in the wild	Some caterpillars can cause a skin irritation from their fur.	Children Practitioners	M	M	M	Use nets to collect the caterpillars from the nursery garden and avoid touching them. Children with known allergies should wear gloves when collecting the caterpillars	A
2	Moving the caterpillars from the garden to a net protected cage.	Risk of life to caterpillars being moved to an unsuitable and foreign environment	Caterpillars	M	L	L	Must not put your caterpillar cocoons in direct sunlight and away from any drafts. Ideal temperature is 24 degrees. Air con can dehydrate them and may need a water spray twice a day Remove when fogging the room They will have eaten what they need to cocoon themselves before they do so.	A
3	Caring for Chrysalis	Risk of chrysalises not hatching	Chrysalises	M	L	L	Do not disturb the caterpillars for a few days to allow them to safely harden into chrysalides.. Remove any silk strands to prevent butterflies getting entangled. Do not touch the butterfly whilst it is coming out of the chrysalis	A
4	Feeding butterflies	Lack of food and nutrition needed for survival	Butterflies	M	L	L	Fruit – fresh cut oranges, apples or bananas. Score the fruit to create puddles of juice. Leaves from the same area from where you collected the caterpillars. Nectar – one teaspoon sugar into 100ml water. This can either be transferred onto the flowers using a pipette or on a tissue placed onto a small plate within the habitat.	A

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6	Releasing butterflies	Suitability of habitat released into	Butterflies	M	L	L	Ecosystem on release – release to where collected from. Watch from a distance – do not trap butterflies, allow to fly out of the enclosure. Correct time of year for releasing – 15-21 degrees, dry and not too windy. If you have to release in colder weather place the butterfly underneath a low tree limb, as high as you can reach. Sunny spot so that they can warm their flight muscles before they can fly. To release where there is grass and plants as they will not survive in an environment of roads and concrete. Release 2 to 4 days after emerging from chrysalis.	A
7	Cleaning of enclosure	Hygiene	Butterflies Staff Children	M	L	L	Use warm soapy water to clean down the enclosure so that this can be used again for additional butterflies.	A

Key for Risk Rating: Once the likelihood and severity have been determined, the risk can be calculated below (AXB)			
	Likelihood (B)		
Severity (A)	L	M	H
Low	Low	Low	Medium
Medium	Low	Medium	High
High	Medium	High	High

Key to Result:	
T	Trivial risk
A	Adequately controlled
N	Not adequately controlled
U	Unable to decide, further information required