

## Appendix B

### Risk Assessment for Tops Day Nurseries

Sheet No	Date of assessment	Activity/Process			Location			Assessed by	Review Date
	26/5/21	Tadpoles			Tops Day Nursery			J Penn B Chaitoff	5/22
No: SS008	Activity/Process	Hazard	Persons in Danger	Severity L,M,H	Likelihood L,M,H	Rate	Controls 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.

Frogs are a protected species, which means technically it is **illegal** for you to take any frogspawn you spot in local ponds.

Read Lifecycle of the frog in the nursery environment [here](#)

Ok, so you were not aware of this law and you already have frogspawn at the nursery, brought in with the best of intentions – how can you keep them safe and appropriately?

As with other living projects always remember frogs 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

Reusable resources are available in clay, wood, stone and plastic from Cosy, Etsy, TTS and self-made.

If you have been able to move some frog spawn from your own pool it allows the children to see the natural habitat where the frogs live and to note where they will return and release, to the same pool, the tadpoles later in the spring. Raising tadpoles helps the children understand about the seasons and the impact of weather on creatures. Learning where is best to keep the tadpoles and in what containers with what food enables them to think about environment and feeding. Watching the tadpoles develop in the eggs is great – if you have older children you could get them to record what they see as the process of going from a still dot to a wriggling egg, to growing the tail and legs and finally starting to change into a frog. This process of change can be documented and drawn, helping their creative development and understanding of the living things in the world. Sharing with children this fascinating life cycle will enhance their development and understanding on how to give 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 their 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.

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1	Collecting the tadpoles	Slips and trips, drowning	Person collecting, any observers	H	L	M	Ensure that you are on safe ground prior to collecting. That you have net/bottle to hand. Do not overreach into a pond. Make sure you have suitable clothing and footwear on.		A
2	Changing water	Asphyxiation	Tadpoles	H	L	M	See care sheet – link above. Keep tadpoles in isolation from other aquatic creatures. Clean and disinfect tanks to reduce risk of contamination from animals previously kept in them. Ensure the water is fresh. If using tap water ensure that it is DE chlorinated or left to stand for 5-7 days. Change water when it becomes cloudy/unpleasant odour/tadpoles near the surface/waste settling on bottom of the tank. Replace half to a third of the water at a time. Ensure the new water is the same temperature as the existing water. Provide a 'land' area at the side of the tank for them to crawl onto as they mature and their breathing apparatus changes. Ensure the tank has a lid to prevent escape.		A
3	Feeding	Starvation	Tadpoles	H	L	M	Usually eat algae but may be difficult to get. Finely ground commercial goldfish food is fine fed twice daily, avoid food with animal matter but a high concentration of plant ingredients e.g. spirulina. A substitute is fresh lettuce or spinach (not cabbage) boiled and allowed to cool. Feed only what they can eat in an hour to prevent the water fouling, remove uneaten food after this hour.		A

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							Once they start developing their legs their diet changes to carnivorous. It may be difficult to provide enough food so release them at this point back to their original habitat. They will eat each other if you are not providing enough food or if their tank is overcrowded.		
4	Release	Death	Tadpoles	H	L	L	When tadpoles begin to come out of the water to breathe it is time to release them (they are now carnivores). Return them to where you got them from. Ensure same precautions listed under 'collecting the tadpoles'		A
5	Touching tadpoles	Hygiene	Children, Learners, Staff	M	M	M	Ensure that hands are thoroughly washed with soap and warm water after touching tadpoles or their water or feeding them and prior to eating, smoking etc. Try to avoid touching your face.		A
6	Environment	Death	Tadpoles	H	L	M	Do not use aerosols, fly sprays or other cleaning products near your tadpoles, this will cause death.		A

<b>Key for Risk Rating:</b> Once the likelihood and severity have been determined, the risk can be calculated below (AXB)				<b>Key to Result:</b>	
	<b>Likelihood (B)</b>				
<b>Severity (A)</b>	<b>L</b>	<b>M</b>	<b>H</b>		
Low	Low	Low	Medium	T	Trivial risk
Medium	Low	Medium	High	A	Adequately controlled
High	Medium	High	High	N	Not adequately controlled
				U	Unable to decide, further information required