

Fire Lighting Procedure

Health and Social Care Standards:

1.30 As a child, I have fun as I develop my skills in understanding, thinking, investigation and problem solving, including through imaginative play and storytelling.

1.38 If appropriate, I can choose to make my own meals, snacks and drinks, with support if I need it, and can choose to grow, cook and eat my own food where possible.

2.24 I make informed choices and decisions about the risks I take in my daily life and am encouraged to take positive risks which enhance the quality of my life.

2.25 I am helped to understand the impact and consequences of risky and unsafe behaviour and decisions.

Set up

- Ensure the location/weather is suitable for having a fire (ie is the ground stable, is the wind gusting?)
- Ensure all staff/students/volunteers have read and signed the fire risk benefit assessment
- Ensure all adults on site understand and are in agreement about having a fire
- Prepare enough kindling and wood for the desired amount of time the fire is going to be lit (See chopping wood procedure)
- Collect fire box (lockable)
- Ensure the correct safety equipment is available near the fire area -
 - Bucket of water
 - Fire blanket
 - First aid kit
 - Burns kit
 - Fire gauntlet gloves
- Fire boundaries should be evident/visual (ie a square around the fire bowl)
- Ensure all children/adults given a safety briefing before the fire is lit

The desired outcome of the fire will affect the way it is lit. If the purpose of the session is to teach the children how to light the fire then this will require more one to one time with each child to let them safely practice. Whereas if the purpose of the activity is to keep warm or to cook over the fire then the fire should be safely lit by a member of staff with children following the safety measures put in place.

Building/Lighting the fire¹ - Kindling should start small at the point of lighting and get larger as the fire grows - **Fires need fuel, oxygen and heat to thrive**

¹ [Guidance taken from OWL's Fire Guidance Document \(2017\)](#)

- Build a dry base (logs, sticks, base of fire pit) to insulate the fire from the ground and provide a good heart of embers
- Create a criss-cross pattern of suitable sized kindling - larger at the bottom and smaller at the top
- Slot in/on some suitable flammable tinder or firelighters - how many will depend upon the amount of kindling
- Use matches/lighter or a striker to light the tinder/fire lighters
- Once kindling is alight and burning well - as needed add kindling/logs of larger scale in teepee style along the fire
- Ensure the fire is burning well at each stage before adding more kindling/logs to avoid smothering it

Children who want to help in this process can be supported by staff to help gather kindling/build the fire but staff should light the fire themselves.

Putting the fire out

- Remember the fire triangle principles - fires need fuel, oxygen and heat to thrive
- Leave enough time at the end of the session to allow the fire to burn low and be extinguished
- Always put out a fire thoroughly with water before leaving a site
- Sprinkle the water on the fire to avoid hot ashes being forced upwards
- Stove doors can be closed - suffocating the fire
- **Never stamp on the fire**

Principles of having a fire

- A member of staff should remain with the fire at all times
- Children or adults who are being unsafe around the fire must be removed from the area
- Individuals with long hair should tie their hair back while tending to the fire
- Safe fire boundaries should be evident/visual
- Staff should ensure they wear the fire gauntlet gloves

Fire lighting with children - using strikers

- Same safety procedures as normal fires
- When building fires with children, this can be done in small bowls
- Staff should help children to build smaller kindling piles with twigs/sticks
- Staff should demonstrate how to safely use a striker and be on hand to support children as needed

Learning for children through this routine:

H&W16- I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.

H&W17- I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations.

H&W21- I am learning how to move my body well, exploring how to manage it and control it and finding out how to use and share space.

H&W29- I enjoy eating a diversity of food in a range of social situations.

H&W35- I explore and discover where foods come from as I choose, prepare and taste different foods.

TCH12- Within real and imaginary settings, I am developing my practical skills as I select and work with a range of materials, tools and software.

MNU1- I am developing a sense of size and amount by observing, exploring, using and communicating with others about the world around me.

MNU7- I can share out a group of items by making smaller groups and can split a whole object into smaller parts.

LIT2- As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen.