

Tottenham War Memorial Early Childhood Centre

Care and Supervision Policy

To provide for the protection, safety and welfare of the children, families and educators of the Centre. For the purpose of this policy, 'persons' include children, families, educators, management, administrative staff, cleaners, students, volunteers, visitors, local community or licensee.

Statutory and Legislation Considerations:

Education and Care Services National Regulations
National Quality Standard
Early Years Learning Framework

Rationale:

The Centre has a duty of care to provide all persons with a safe, secure and healthy environment that is effectively supervised. The Centre complies with WH&S and best practice recommendations from recognised authorities. The Centre also complies with the Education and Care Services National Regulations which reflect additional health and safety requirements. The strategies, procedures and practices documented in the *Care and Supervision Policy* reflect the Centre's *Workplace Health and Safety Policy*.

The Centre is familiar with regulatory requirements and standards regarding supervision. The Centre encourages staff to evaluate their supervisory practices and implement plans that increase their awareness of the layout, risk management and supervisory choices within the environment.

Nominated Supervisor will:

- Ensure that the age and supervision requirements for staff are maintained always. Any staff who are under eighteen years of age may work at the Centre provided they do not work alone and are supervised always by an educator who is over the age of eighteen.
- Notify the regulatory authority within 24 hours if a child is missing, can't be accounted for, appears to have been taken or removed from the Centre or has mistakenly been locked in or out of the premises.
- Ensure that risk assessment is carried out before an authorisation is sought for an excursion. The risk assessment will consider and identify the number of adults required to ensure continuous adequate supervision throughout the excursion.

The Centre defines 'supervision' as a duty to take responsible care to:

- protect children against risks of injury
- prevent child/ren injuring themselves and others within the Centre
- protect children in the Centre from sexual, physical and emotional abuse or neglect

The Centre's *Care and Supervision Policy* is committed to:

- complying with Regulations concerning adult/child ratios
- ensuring that people are supervised at all times
- providing for children to be able to learn and grow in an environment that ensures appropriate supervision is provided to allow children to explore and push the boundaries to their limits safely
- families feeling confident that their child is in a safe secure environment and adequately supervised by qualified educators at all times

The Centre considers the design and arrangement of children's environments to:

- support active supervision
- use supervision skills to reduce or prevent injury or incident to children and adults
- guide educators to make decisions about when children's play needs to be interrupted and redirected
- support educators and their care-giving strategies

- provide consistent supervision strategies when the service requires relief staff
- acknowledge and understand when supervision is required for high-risk experiences and/or the ratio of adults to children needs to be increased
- have sufficient educator to child ratios to ensure adequate supervision at all times
- have strategies for beginning and end of day and lunch time periods when educator levels may be reduced
- have well-designed play space that maximises supervision
- have educators understand duty of care responsibility towards children
- seek to ensure that two staff are present / within view when working with children and when supporting children toileting / hygiene routines.
- arrange the Centre environment to maximise the ability of staff to supervise all areas accessible to children. Focus will be on gates, fence line and doors during arrival and departure times.
- be aware of the importance of communicating with each other about their location within the Centre.
- supervise children during rest periods. Children will be positioned and supervised according to the *Safe Sleeping Policy*.
- ensure that supervision arrangements are respectful and that interactions with children are meaningful. Staff will encourage children's independence while respecting individual abilities and needs.

It is understood that there is a shared legal responsibility and accountability between, and a commitment by, all persons to implement the Centre's *Care and Supervision Policy*, Principles and Practices.

Management needs to feel confident that supervision of children is maintained by all educators at all times and that all educators undertake their duty of care responsibilities to children diligently and consistently.

Principles and Practices

Principles of active supervision

- Active supervision is a combination of listening to and watching children play, being aware of the environment and its potential risks, the weather conditions, the time of day, managing small and large groups of children, and an understanding of child development including theories about how children play.
- It is crucial that educators are aware of the different ages, personalities, behaviours and characteristics of children in their care. How children interact, communicate and play with one another is dependent on educators building relationships with children to learn about whom they are, how they react in certain situations and discover their interests. These are vital skills to develop as they assist educators to predict children's play patterns, which affects how educators plan and establish environments and coordinate supervision strategies to maximise children's safety and ability to play free from harm or injury.

Practices

Setting up the environment

- The environment is arranged to enable visibility of children at all times by educators.
- The Centre monitors whether children attending the Centre are able to climb or crawl under any fences or gates on the premises and, if so, takes appropriate action to prevent them doing so.
- Gross Motor equipment that is higher than 50cm will be supervised by educators and the equipment placed on soft fall.
- Be in close proximity to children to supervise activities that involve some risk eg cooking, wood work activities.

Scanning the environment

- Scanning is important and there are times when active scanning is a timed event. For example, the regular scanning of children sleeping, especially babies in cot rooms.
- When involved in activities, educators position themselves with the greater active supervision of larger areas or where more children are gathered together. Vision of large areas is very important in active supervision.
- No educators is to leave the main room unless the other educators have been informed.

- Children will be encouraged to inform educators when they require entering an area that is not directly supervised. This includes the bathroom.
- Regularly inspecting the environment to check for hazards or potential dangers.

Positioning of Educators

- Positioning is important and educators need to consider other educator positions and any blind areas that are not covered in their own active supervision.
- Positioning changes between indoor and outdoor spaces to reflect supervision practices.
- Educators must position themselves actively when introducing new or high-risk experiences to children's play.
- Educators do not regard students/volunteers as having an active role when coordinating supervision positions. No educator/student or volunteer is left alone with a child/ren or out of sight/sound of another adult. There will be maintained at all times a minimum of two educators during operating times.
- No relief educator, volunteer or student is left unsupervised by regular staff.
- Always face the children and position educators to allow maximum observation of the area in which children are playing.
- Be vigilant during children's departure from the Centre and being aware of the people who have authority to collect the child.
- The Centre must ensure that no educator supervising children performs other duties at the same time if those other duties would adversely affect the quality of supervision.
- All educators are to be actively involved in the supervision of children throughout the day. Active supervision of children means keeping distractions to a minimum. Mobile telephone usage is only to be used in an emergency with the supervisor's permission. Educator interactions outside the main Centre room are to be kept to a minimum as educators have a duty of active supervision at all times.
- Educators are to appropriately supervise the eating of food and drink by children.
- All water activities both indoors and outdoors shall be supervised and water will be emptied from containers when children/adults have finished the activity.

Knowledge of the children in care and understanding how groups of children interact and play together

- Activities undertaken throughout the day are planned so that supervision is maintained.
- Educators circulate from one activity to another and use their discretion as to where their interaction is needed.
- Individual or groups of children are never withdrawn into areas where they are unable to be seen/heard by another educator/adult, or taken into a room which is locked.
- *Guiding and Supporting Children's Behaviour Policy* strategies are considered when supervising.
- Monitoring children's health, including symptoms of illness, is considered when supervising children.
- Listening when children play is important as certain sounds can alert educators to potential risks. For example, water splashing, crying, choking or gasping, offensive or aggressive language, and/or silence.

Transitioning groups of children

- Transition of children is part of the routine of the day and is planned for by using appropriate strategies.
- All educators are actively involved in transition times and support other educators.
- Transition times are from inside to outdoors, outdoors to indoors, mat time to bathroom, and transitioning children from buses to inside on arrival and inside to buses on departure.

Promoting play and learning experiences

- Supervision supports play and learning experiences.
- Educators assess each play scenario in accordance with children's development and adapt supervision strategies to meet individual needs.
- Younger children require more active supervision throughout the care period than older children do.
- School age children can range from Kindergarten to Year 2, which reflects various levels of play behaviour. The Centre should be aware that older children require, at times, privacy and the space to be independent. Educators develop supervision strategies that monitor these areas and allow older children to self-manage their play.

Risk management strategies:

Children's arrival and departure from the service

- Children are not taken into the car of an educator, volunteer or student unless accompanied by an adult authorised to be responsible for the child. If parents fail to collect the child, educators will follow the Centre's *Arrival and Departure Policy*.
- Two educators are always present on the premises whenever children are in attendance, even after hours when a parent is delayed. The daily sign-in sheet is signed by two educators at the end of the day to verify that the outdoor and indoor environment has been checked so that no child is left unattended in the premises at the end of the day.
- Only authorised persons collect children from the Centre.
- Authorised persons of child/ren must sign the days sign in sheet at arrival and departure times. Bus children are signed in and out by the educator collecting them off the bus or putting them on the buses in the afternoons.

Protective behaviours and practices:

Educators, carers, students and volunteers are role models in regard to positive behaviours:

- Children learn through example and modelling and this is an important way to teach children about safe behaviours and practices.
- Educators, students and volunteers must comply with the *Care and Supervision Policy*.

Excursions:

- The Nominated Supervisor is responsible for maintaining supervision ratios on an excursion.
- Educators ensure active supervision throughout the entire excursion, which includes active supervision strategies when leaving and returning to the service.
- Supervision ratios meet Regulation requirements for excursions.
- When an incident occurs on an excursion it is managed in a timely manner. The Centre maintains adequate supervision ratios while the incident is managed.

Evaluation:

Risks are assessed and managed so that the environment can be safe, educative and stimulating. Children's activity, interactions and play are planned for and monitored by staff with consistent strategies to minimise potential dangers to children.

Ratified:

Date:

Updated June 2018