



# SUPERVISION POLICY

Quality Area 2: Children's Health and Safety

## INTRODUCTION

Children must be adequately supervised at all times that they are being educated and cared for both at the service and on excursions. Adequate supervision is the consistent and present engagement with children. The meaning of working directly with children is defined by the Education and Care Services National Regulations as,

*"A person is working directly with children at a given time if at that time the person—*

*(a) is physically present with the children; and*

*(b) is directly engaged in providing education and care to the children."*

Supervision can prevent and reduce accidents through early detection of potential harms and hazards and an awareness of the children, and their activities. The education and care service must prioritise regular assessment of their supervision practices in order to increase educators' awareness of their duty of care and to continuously improve supervision procedures.

## GOALS/ WHAT ARE WE GOING TO DO?

Orchard Early Learning Centre maintains a safe and secure environment where children are free to explore and learn more about their world. The Approved Provider, Nominated Supervisor and educators are familiar with regulatory requirements and standards regarding supervision. The education and care service encourages educators to evaluate their supervisory practices and implement plans that increase their awareness of the layout, risk management and supervisory choices within the education and care environment.

## STRATEGIES / HOW WILL IT BE DONE?

### The Approved Provider will:

- Ensure that the premises are designed and maintained to facilitate supervision of children at all times while considering the need to maintain the rights and dignity of all children.
- Ensure that the age and supervision requirements for educators are maintained at all times. Any educators who are under eighteen years of age may work at the centre-based service, provided they do not work alone and are adequately supervised at all times by an educator who is over eighteen years of age.
- Notify the regulatory authority within 24 hours if a child appears to be missing, cannot be accounted for, appears to have been taken or removed from the premises, or has mistakenly been locked in or out of the education and care services premises.
- Ensure that policies and procedures address supervision clearly.
- Ensure that the National Regulations specification are met in regard to the number of educators required to educate and care for children and the qualifications of these educators.





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## The Nominated Supervisor will:

- Notify the regulatory authorities are notified of any serious incident or complaints alleging the safety, health or wellbeing of children has been compromised within 24hours of the incident or the time that the person becomes aware of the incident or complaint. This includes if an ambulance was call in response (not as a precaution) to the incident, situation or event.
- Notify parents are notified as soon as practicable but within 24 hours if their child is involved in a serious incident/situation at the Service.
- Carefully plan rosters that ensure continuity of care and adequate supervision at all times when children are being cared for and educated in the service and including excursions.
- When children are participating in excursions and when transportation is provided as part of the excursion a staff member or nominated supervisor must be present at the service to account for children when they embark and disembark the vehicle/bus.
- Forward all risk assessments and travel plans to the Operations Manager prior to excursion. The risk assessment will consider and identify the number of adults required to ensure continuous adequate supervision throughout the excursion.
- Conduct risk assessment to determine how children are supervised while being transported and whether additional adults are required during transportation.
- Conduct risk assessments reviews every 6 months and make professional judgment to determine any changes in approaches to supervision. Consideration will be given to the environment, the children, and the context of activities the children participate in.
- Ensure supervision of sleeping children is active, effective and frequent.
- Ensure educators are aware that if they need to move away from children, another educator is to replace them.
- Guide educators to make decisions about when children's play needs to be interrupted and redirected
- Supporting educators with specific strategies for supervision such as positioning, peripheral vision and monitoring children's arrival and departure from the service
- Providing consistent supervision strategies when the Service requires relief educators.
- Meet minimum educator qualification requirements including how many educators are to be early childhood teachers, are recognised and adhered to according to legislative requirements
- The Service maintains the required educator-to-child ratio working directly with children at all times, based on the ages and number of children being educated and cared for at the Service.





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## Ratio Requirements:

AGE GROUP	EDUCATOR TO CHILD RATIOS	APPLIES
For children from Birth to 24 months of age	1:4	NSW
For children aged 24 months and less than 36 months of age	1:5	NSW
For children aged 36 months of age or over	1:10	NSW

## Mixed Age Groups or Family Grouping

It is common practice for Orchard Early Learning Centre to group children of mixed ages together at the beginning and end of the day. This is often known as 'Family Grouping' and provides the services with flexibility during quieter times and creates opportunities for children of different ages and stages of development to interact.

Ratios for mixed age groups / family grouping requires meeting the minimum numbers of educators required under the ratio. Educators need to ensure the health, safety and wellbeing of all children and provide adequate supervision at all times.

To calculate the educator to child ratio for a mixed age group / family grouping the ratio must be met for the youngest child in the group first. Maintaining the ratio for each age range of children in the mixed age group does not mean the educator to child ratio for the youngest age range must be applied *to all children in an older age range*. In a mixed age group of children, an educator who is caring for one age range of children can also be counted against another age range of children, as long as the ratio for each age range is maintained and adequate supervision is maintained at all times.

## Educators will:

- Monitor and maintain staff to child ratios to ensure adequate supervision of children
- Have a thorough understanding of their duty of care and responsibilities in ensuring children are within a child safe environment at all times
- Communicate and collaborate with others to ensure the effective supervision of children within the Service
- Alert other colleagues if they need to leave an area for a particular reason to ensure continuous supervision of children (e.g., to obtain resources, visit the bathroom)
- Adhere to a supervision plan and strategies for both the indoor and outdoor environment, assisting colleagues to position themselves in order to effectively supervise children's play.





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- Implement vigilant supervision strategies for hygiene requirements including:
  - regular handwashing
  - toileting
  - cough and sneeze routines- using disposable tissues and handwashing
- Inform new and relief educators about supervision arrangements, outlining their supervision responsibilities and supervision points.
- Regularly evaluate the efficiency of the supervision plan and make changes as required
- Ensure any educator under the age of 18 years old is never left alone with children
- Ensure that at least one other educator is within sight when working with children and when supporting children with toileting/hygiene routines
- Arrange the education and care environment to maximise the ability of educators to supervise all areas accessible to children. Emphasis will be on gates, the fence line and doors during arrival and departure times.
- Ensure there are always 2 educators on duty at opening and closing times so no staff member is ever left alone with children.
- Document a flexible supervision plan and strategies for both the indoor and outdoor areas. This will assist educators to position themselves effectively for supervising the children's play. They will take into consideration the layout of the premises and grounds, any higher risk activities, the presence of any animals, the location of activities and the location of bathroom and nappy change facilities.
- Promote children's agency and participation in genuine decision making.
- Ensure that supervision arrangements support observation and active engagement with children to support their learning.
- Listen carefully to children and note any changes of tone or volume in their voice. Noting these changes can assist in supervising children who may not be in direct vision.
- Evaluate situations to determine the potential risks and benefits for children's health, safety and wellbeing. Observing children's play and anticipating what may occur next allows educators to assist children as difficulties arise and to intervene when there is a potential danger to children.
- Be aware of the importance of communicating with each other about their location within the environment, as well as individual children who may need closer monitoring.
- Ensure that correct child to educator ratios are maintained throughout the education and care environment. All children will be in sight or hearing of educators at all times.
- Supervise children during rest periods.
- Ensure that hazardous equipment, machinery, and chemicals are inaccessible to children.
- Ensure that supervision arrangements are respectful and that interactions with children are meaningful. Educators will encourage children's independence while respecting individual abilities and needs.
- Implement consistent supervision strategies and not perform other duties while responsible for the supervision of children.
- Children's safety will be the priority of all educators when supervising children.





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## RELATED LEGISLATION, GUIDELINES, STANDARDS, FRAMEWORKS

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
100	Risk assessment must be conducted before an excursion
101	Conduct of risk assessment for excursions
102C(2)(g)	Supervision during transportation
102E	Children embarking a means of transport- centre based service
102F	Children disembarking a means of transport- centre based service
115	Premises designed to facilitate supervision
120	Educators who are under 18 to be supervised
122	Educators must be working directly with children to be included in ratios
123	Educator to child ratios
176	Time to notify certain circumstances to Regulatory Authorities

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.





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## RELATED POLICIES

Administration of Medication Policy Adventurous Play Policy Arrival and Departure Policy Bottle Safety and Preparation Policy Child Safe Environment Policy Code of Conduct Policy Cyber Safety Policy Delivery of Children	Emergency Evacuation Policy Handwashing Policy Incident, Injury, Trauma and Illness Policy Nappy Change and Toileting Policy Physical Environment Policy Safe Transportation Policy Sleep and Rest Policy Water Safety Policy
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## RESOURCES / USEFUL LINKS

- Australian Children's Education & Care Quality Authority. (2020). (2023). *Active Supervision: Ensuring safety and promoting learning*.
- Australian Children's Education & Care Quality Authority. Children's Health and Safety. *An analysis of Quality Area 2 of the National Quality Standard*. Occasional Paper 2. (2016).
- Australian Government Department of Education. (2022). [Belonging, Being and Becoming: The Early Years Learning Framework for Australia, V2.0, 2022](#)
- Early Childhood Australia Code of Ethics. (2016).
- Education and Care Services National Law Act 2010. (Amended 2018).
- [Education and Care Services National Regulations](#). (2011).
- Frith, J., Kambouris, N., & O'Grady, O. (2003). *Health & safety in children's centres: Model policies & practices* (2nd ed).
- Guide to the Education and Care Services National Law and the Education and Care Services National Regulations. (2017).
- Guide to the National Quality Framework. (2017). (Amended 2020 2023).

## POLICY REVIEW

The Service encourages staff and parents to be actively involved in the annual review of each of its policies and procedures. In addition, the Service will accommodate any new legislative changes as they occur and any issues identified as part the Service's commitment to quality improvement. The Service consults with relevant recognised authorities as part of the annual review to ensure the policy contents are consistent with current research and contemporary views on best practice.

**Date(s) reviewed: June 2021 / February 2022/March 2023**

