

# Supervision Policy

Supervision is defined as *'the active awareness of the responsibility to act in the best interest of all involved in the service to provide a safe, healthy and supportive environment that promotes, supports, builds on and challenges children's learning and development.'*

## National Quality Standards (NQS)

Quality Area 2: Children's Health and Safety	
2.3	Each child is protected
2.3.1	Children are adequately supervised at all times
2.3.2	Every reasonable precaution is taken to protect Children from harm and any hazard likely to cause injury

Quality Area 3: Physical Environment	
3.1.3	Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space.

Quality Area 4: Staffing arrangements	
4.1	Staffing arrangements enhance children's learning and development and ensure their safety and wellbeing
4.1.1	Educator-to-child ratios and qualification requirements are maintained at all times.

Education and Care Services National Regulations	
101	Conduct of risk assessment for excursions
115	Premises designed to facilitate supervision
120	Educators who are under 18 to be supervised
121	Application of Division 3
122	Educators must be working directly with children to be included in ratios
123	Educator to child ratios-Centre based services
126	Centre based services-general educator qualifications
166	Children not to be alone with visitors
168	Education and care service must have policies and procedures
176	Time to notify certain circumstances to Regulatory Authorities
264	General qualifications for educators – Centre based

## Early Years Learning Framework

Learning Outcome 1	
1.1	Staffing arrangements enhance children's learning and development and ensure their safety and wellbeing

### PURPOSE

Educators have a duty of care to ensure children are adequately supervised, maintaining a safe and secure environment at all times.

### SCOPE

This policy applies to children, families, staff, management and visitors of the service.

## IMPLEMENTATION

### Management will ensure:

- That the premises and facilities are designed and maintained to facilitate supervision of children at all times while maintaining the rights and dignity of all children.
- That the age and supervision requirements for Educators are maintained at all times.
- Regulatory Authorities are notified of any serious incident, within 24hours of the incident or the time that the person becomes aware of the incident.
- Educators under eighteen years of age may work at a Centre-based Service provided they are adequately supervised by an educator over the age of 18 at all times and are not left alone.
- Minimum Educator qualification requirements are recognised under the National Quality Framework.
- 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.

Age Group	Educator to Child Ratio
For children from Birth to 36 months of age	1:4
For children aged 36 months of age or over	1:11
For children aged 60 months of age or over (Out of School Care)	1:15

### A Nominated Supervisor/ Certified Supervisor will:

- Develop and maintain rosters that ensure continuity of care and adequate supervision at all times when children are being cared for and educated in the service and on excursions.
- Develop, maintain and regularly review a supervision plan and strategies for both the indoor and outdoor areas, which will support Educators to position themselves effectively to allow them to observe the maximum area possible.
- Assess and plan ongoing supervision taking 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.
- At least two supervision plans and strategies will be displayed for families in all rooms and in the outdoor areas.

No staff member is to ever be left alone with a child to support child protection.

Ensure that a Risk Assessment & Management Plan is carried out before an authorisation is requested for an excursion. The risk assessment will consider and identify the number of adults required to ensure continuous adequate supervision throughout the excursion.

### Educators will:

- Have a sound understanding of their duty of care and responsibilities in ensuring children are within a safe environment.
- Collaborate a supervision plan and strategies for both the indoor and outdoor environment, assisting educators to position themselves effectively in order to effectively supervise children's play. The supervision plan will include the floor plan of the service and include the location of activities, bathroom, and nappy change facilities.
- Inform new and relief educators about supervision arrangements, outlining their supervision responsibilities.
- Regularly evaluate the efficiency of the supervision plan
- Ensure any educators under the age of 18 years old are never left alone with children
- Certify that at least two educators are within vision 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. Precise emphasis will be on gates, the fence line and doors during arrival and departure times.
- Communicate with each other about their location within the environment.
- Maintain correct ratios adhering to the National Education Regulations throughout the education and care environment.
- Ensure that all children are in sight or hearing of educators at all times.
- That no child will be left alone while eating or at nappy change and toileting times.
- Supervise children during rest time in accordance with the Sleep and Rest Time Policy
- Ensure that hazardous equipment and chemicals are inaccessible to children.
- Certify that interactions with children are meaningful and respectful.
- Encourage children’s individuality whilst respecting their strengths and needs.
- Scan the environment during interacting with individuals or small groups.
- Implement reliable supervision strategies and not perform other duties while responsible for the supervision of children.

Consideration will be given to the design and arrangement of children’s environments to support active supervision by:

- Using supervision skills to recognise areas of risk therefore reducing the potential for injury or incident to children and adults
- Guiding Educators to make decisions about when children’s play needs to be interrupted and redirected
- Supporting Educators with specific strategies
- Providing consistent supervision strategies when the service requires relief Educators
- Providing direct, constant and proximal monitoring to children undertaking activities that involve some risk and recognising when the ratio of educators to children needs to be increased.

Source

- Australian Children’s Education & Care Quality Authority. (2014). Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2015,
- ECA Code of Ethics.
- Australian Children’s Education & Care Quality Authority. (2013).
- Guide to the National Quality Standard.
- Frith, John Dr & Kambouris, Nita & O’Grady, Onagh & University of New South Wales. School of Public Health and Community Medicine (2003). Health & safety in children's centres : model policies & practices (2nd ed). School of Public Health and Community Medicine, University of New South Wales on behalf of the Australian Early Childhood Association (NSW Branch), and the NSW Children's Services Health and Safety Committee, [Sydney]
- Tansey, Sonja. (2005, September 2005). Supervision in Children's Services. Putting Children First, the Newsletter of the National Childcare Accreditation Council (NCAC) Issue 15, p. 8-11.

Review

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January 2019

# Supervision Procedure

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Services can identify high-risk experiences and develop strategies, depending on the age and development of children, where the constant supervision of children is required or where children may only require supervision from a distance. They will do this by:

1. Practicing awareness - a skill that requires a knowledge of children, including knowing each child's range of skills, interests, ability to interact with others and developmental stage. Knowledge of children helps Educators to monitor and enhance skills that promote children's positive behaviour.
2. Planned positioning - a skill that requires being able to see all of the children. Educators position themselves to be aware of the entire environment and to see as many children as possible. All children are monitored by sight or sound at all times.
3. Being alert to the surrounding environment - a skill that involves regularly glancing and listening within the environment to see children's involvement and what is happening.
4. Use redirection - a skill used as an aid in preventing undesirable and unsafe behaviour. Children are redirected to other areas/activities when undesirable behaviour is Immanent or occurs. This technique helps ensure the safety of all children. For this to be effective, Educators need to be knowledgeable of the children in their care and any behaviour plans that are current.
5. Provide close supervision for all children in areas that are near equipment where injury may occur, requires the use of the above methods and being in close proximity to the children. Children waiting to be picked up due to illness or injury are kept safe, comfortable, and under close supervision.
6. Educators are aware of the different ages, personalities, behaviours and characteristics of the children in their care to ensure that supervision is relevant and effective.
7. Implement consistent supervision strategies and not perform other duties while responsible for the supervision of children.
8. Being aware of the importance of communicating with each other about their location within the environment.
9. Actively supervising bathroom facilities
10. Being aware of blind spots within the indoor and outdoor environment
11. Having a sound understanding of the supervision plan, outlining designated positions for educators to supervise the children
12. Minimise hazards within the environment to ensure children's safety is maintained