



Supervision Procedure

Associated National Quality Standard	Education and Care Services National Law or Regulation	Associated department policy, procedure or guideline
2.2	<u>Regulation 101(2)(f)</u> <u>Regulation 115</u> <u>Regulation168(2)(h)</u> <u>Regulation176</u>	Leading and operating department preschool guidelines
Pre-reading and reference documents		
Supervision map		
Staff roles and responsibilities		
School principal	<p>The principal as Nominated Supervisor, Educational Leader and Responsible Person holds primary responsibility for the preschool.</p> <p>The principal is responsible for ensuring:</p> <ul style="list-style-type: none"> the preschool is compliant with legislative standards related to this procedure at all times all staff involved in the preschool are familiar with and implement this procedure all procedures are current and reviewed as part of a continuous cycle of self-assessment. 	
Preschool supervisor	<p>The preschool supervisor supports the principal in their role and is responsible for leading the review of this procedure through a process of self-assessment and critical reflection.</p> <ul style="list-style-type: none"> analysing complaints, incidents or issues and what the implications are for the updates to this procedure reflecting on how this procedure is informed by relevant recognised authorities planning and discussing ways to engage with families and communities, including how changes are communicated 	

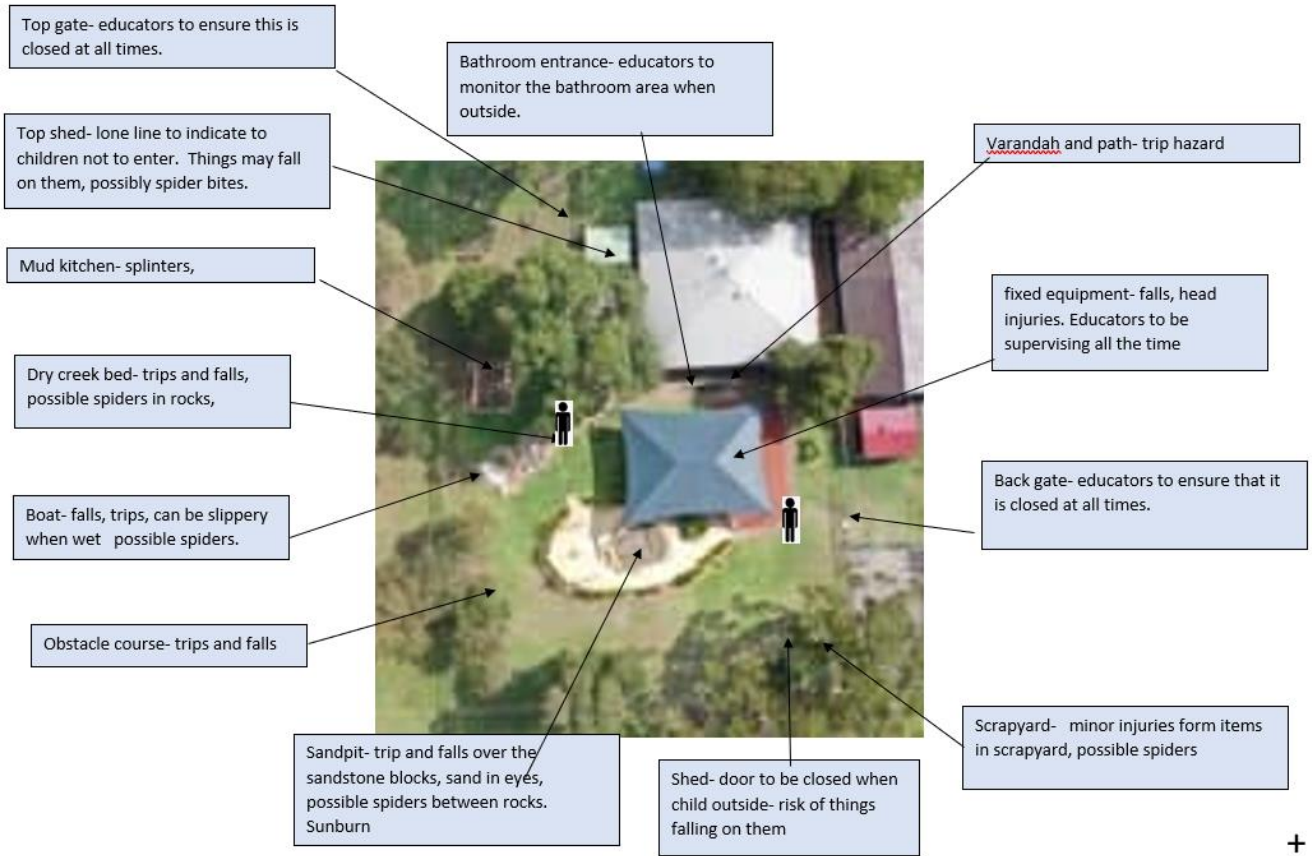
	<ul style="list-style-type: none"> • developing strategies to induct all staff when procedures are updated to ensure practice is embedded.
<p>Preschool educators</p>	<p>The preschool educators are responsible for working with leadership to ensure:</p> <ul style="list-style-type: none"> • all staff in the preschool and daily practices comply with this procedure • storing this procedure in the preschool, and making it accessible to all staff, families, visitors and volunteers • being actively involved in the review of this procedure, as required, or at least annually • ensuring the details of this procedure’s review are documented.
<p>Procedure</p>	
<p>Children must always be adequately supervised that they are being educated and cared for both at the service and on excursions. Supervision can prevent and reduce accidents through early detection of potential hazards and an awareness of the children, and their activities. The Preschool must conduct regular assessment of their supervision practices in order to increase educator’s awareness of their duty of care and to continuously improve supervision procedures.</p>	
<p>Supervision</p>	<ul style="list-style-type: none"> ○ Educators maintain a safe and secure environment where children are free to explore and learn more about their world. ○ All staff are familiar with Regulatory requirements and National Quality Standards regarding supervision through their training and through the Induction to Preschool process. This will include a walk around the equipment to sight the risks and hazards. ○ A ratio of 1 educator to 10 children is maintained at all times. ○ Educators refer to the supervision map 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. ○ There is a Risk Assessment and Minimisation Plan that addresses issues and provides strategies for both the indoor and outdoor areas. This will assist educators to position themselves effectively for supervising the children’s play. Refer to supporting documentation from ACECQA on QA2 for Active Supervision. ○ Educators take into consideration the layout of the premises and grounds, any higher risk activities, the location of activities and the location of bathroom facilities. These aspects have been reviewed since the new playground has been installed. ○ Inform new and relief educators about supervision arrangements and what is required of them in relation to supervising children and provide them with a

copy of this Plan.

- Regularly review the supervision plan and strategies to evaluate the effectiveness of the plan and its implementation by educators and convey the outcome of this review and any changes to relief staff.
- Arrange the education and care environment to maximise the ability of educators to supervise all areas accessible to children. Focus will be on gates, the fence line and doors during arrival and departure times.
- Use flexible positioning and strong communication between educators to ensure optimum supervision of children at all times.
- 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 correct child: educator ratios are maintained throughout the education and care environment. All children will always be in sight or hearing of educators. No child will be left alone while eating or at nappy change and toileting times.
- 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.
- Scan the environment while interacting with individuals or small groups. Educators will position themselves to maximise their view of the environment and the children's play. Recommended supervision map displayed highlighting optimal positions and identified high risk areas. Educators to cover full length of outdoor play area to ensure adequate sight/sound supervision - one educator at each end of the play area.
- Implement consistent supervision strategies and not perform other duties while responsible for the supervision of children, such as socializing with other adults, taking or making social phone calls.

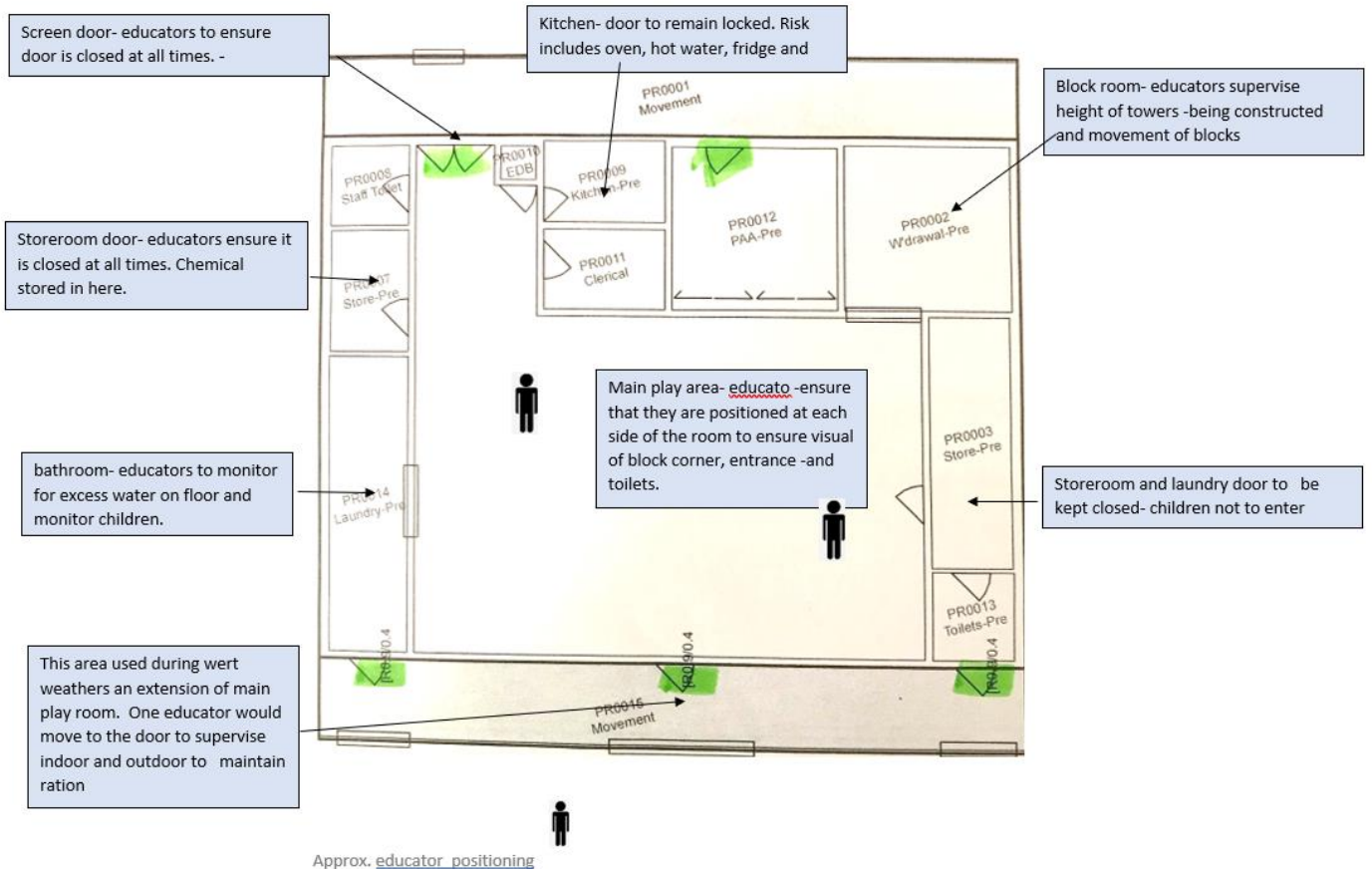
Outdoor Supervision Plan

staff approx. positioning



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Indoor Supervision Plan



Record of procedure's review**Date of review and who was involved**

July 2021

Key changes made and reason/s why**Record of communication of significant changes to relevant stakeholders****Date of review and who was involved**

August 2022 Jennifer Mitchell, Claire Callinan Emily Turner Leanne Morgan

Key changes made and reason/s why**Record of communication of significant changes to relevant stakeholders**