

# 1- Supervision

## Children's Services Procedures

Effective From:	26 August 2020
Contact Officer:	Coordinator of Children's Services
Next review date:	2 years
File Reference:	1825/29.5
Related Policies/Legislation:	<ul style="list-style-type: none"><li>• <i>Education and Care Services National Law Act 2010 Sections 165, 167, 174</i></li><li>• <i>Education and Care Services National Regulations 2011 Cl 87,101,166,168,176</i></li><li>• <i>National Quality Standard: QA2, 4 &amp; 5</i></li><li>• <i>Work Health &amp; Safety Act 2011</i></li></ul>
Related Documents and References:	<ul style="list-style-type: none"><li>• <i>ACECQA (2018) Guide to National Quality Framework</i></li><li>• <i>ACECQA (2018) Active Supervision: Ensuring safety and promoting learning. NQS Information Sheet.</i></li></ul>
Superseded Procedures:	1- Supervision Procedure - V1.1 May 2017

### Purpose

"Children need safe and secure environments to thrive in their life and learning. Effective supervision is integral to creating environments that are safe and responsive to the needs of all children". It also helps to protect children from hazards or harm that may arise from their play and daily routines. Effective supervision also allows educators to engage in meaningful interactions with children. (2018) ACECQA Active Supervision: Ensuring safety and promoting learning. NQS Information Sheet.

Wingecarribee Children's Services has an obligation to ensure that proper programming and planning occurs to ensure that there is a balance between supervision and other operational duties needed to be performed by staff and Educators.

The Service is committed to:

- Complying with the Education and Care Services National Law, Regulation and National Standards relating to adult to child ratios.
- Ensuring that children are supervised at all times.
- Considering the design and arrangement of environments to support active supervision.
- Supporting and guiding staff/educators with strategies for developing consistent supervision practices, taking into consideration the age and developmental stages of the children in care.

- Acknowledge and support staff and Educators with risk assessment and appropriate strategies when supervision is required for high risk experiences, such as excursions.

Wingecarribee Shire Council's Children's Services has a duty of care to provide all persons with a safe and healthy environment.

It is understood that there is a shared legal responsibility, accountability and duty of care between and a commitment by, all persons to implement the service's supervision procedure and practices.

## Scope

This procedure applies to:

Wingecarribee Children's Services Staff employed by Wingecarribee Shire Council

Wingecarribee Family Day Care Educators as Agents of the Approved Provider – Wingecarribee Shire Council and Registered Educator Assistants.

All children and families accessing care with Council's Children's Services

All visitors, volunteers and students engaged with Wingecarribee Children's Services.

## Definitions

**Supervision** is defined in this procedure as the process of directing, controlling, planning, listening, watching and guiding children to ensure their safety in such a way as to enable them to maintain independence and to build on achievable challenges that support their learning and development.

**Education and Care Services National Regulation 2011 defines "Working Directly with Children" as the Educator being:**

- 1) physically present with the children
- 2) directly engaged in providing education and care to the children

**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.

**Direct Supervision** - requires an Educator to be present in the care area with the children at all times and to be able to maintain visual surveillance. There should be no physical barriers between Educator and children and the Educator should remain in close proximity to the children.

**Duty of Care** - is the responsibility or duty to take reasonable care to avoid acts or omissions that could expose people, for whom there is a responsibility, to a foreseeable risk or injury.

**Nominated Supervisor** - in relation to an education and care service and for the Service procedures, means an individual who is nominated by the Approved Provider of the service under Part 3 of the Act to be a Nominated Supervisor of that service.

**Persons with Management and Control** is an officer of the Approved Provider, who is responsible for managing the delivery of the education and care service. In the case of Wingecarribee Shire Council this is the Deputy General Manager of Corporate Strategy and Development Services and the Group Manager of Corporate and Community.

**Responsible Persons** - The responsible person is an individual who is physically present and is responsible for the operation of a centre-based service for an agreed period of time. A responsible person must be present at all times that the approved service operates and can be:

- the approved provider or a person with management or control of the service;
- a nominated supervisor of the service; or
- **a person placed in day-to-day charge** of the service in accordance with the National Regulations (*National Law*).

## Procedure

### 1. All Service Types – Family Day Care and Outside School Hours Services

#### 1.1 Active Supervision:

##### **Positioning** of educators in the environment

When supervising children all educators need to consider how they will position themselves both in the outdoor and indoor environments. Educators need to consider the following:

- Where the children are? Do I have my back to the children?
- Are new or high risk experiences being introduced and where I will stand/sit during these experiences?
- Is there a student / volunteer or family member to be considered?
- Are there corners or areas which children may play in that pose a risk?
- How do I manage and supervise area's which may not be in my direct line of vision?

##### **Scanning** the environment

Scanning is vitally important when supervising children. Educators are required to regularly scan when children are sleeping, during outdoor play and being aware of where all children are in regards to their ages and stages of development.

##### **Listening** when children play

Listening is important as educators need to be acutely aware of children and the noises they make. In situations where children cannot be physically seen educators need to ensure that the children can be heard, for effective supervision. Examples of sounds and noise educators are required to be in tune with include: water splashing, crying, choking or gasping, offensive or aggressive language or silence.

##### **Setting up and Safety** in the environment

During set up educators must be aware and consider factors such as; where the children will go, how the children may interact in the environment and with the equipment and how the educator will effectively supervise the set up environment. Grouping equipment together or limiting the amount of activities which requires intensive supervision (such as water play, climbing activities and craft activities which take 1:1 assistance) makes supervision more manageable.

Indoor and outdoor environments require daily safety checks to eliminate and prevent unnecessary incidents and accidents. Educators need to be able to demonstrate that these are completed and hazards identified, managed and where possible eliminated.

##### **Knowledge** of children in care

Educators need to know and understand how groups of children interact and play together. Observing children's play and anticipating what may happen next will assist children when difficult situations arise and allow for intervention where there is a potential danger to children.

Children with early signs of illness or atypical behaviors should be monitored closely; this is



extremely important when supervising children known to have medical conditions.

Developmental records of children should be kept up to date so that educators are aware of a child's capabilities and the appropriate level of challenge provided and planned for to enhance their development.

### **Transitioning and planning for the essentials**

Supervision during transitions is vitally important and often complex, there may be many things which require preparation and organisation to ensure these are managed effectively and safely.

Certain duties must be done whilst caring for children (preparing food, changing a nappy, applying first aid, taking observations) thus educators need to carefully reflect firstly on what is necessary and secondly how we maintain effective supervision during these times.

Educators need to reflect and ask themselves the following:

- When and where are the children transitioning throughout the day?
- What can be prepared earlier so children are not left waiting or in effectively supervised?
- Is it essential that I carry out this duty now?
- What is the safest way for me to carry out this essential duty?
- Are there any potential risks when transitioning children? What risk management strategies need to be developed to reduce or eliminate the risk?

### **Promoting and planning for a balanced educational environment**

Effective supervision includes educators participating with children in planned experiences. Busy and active children will not only gain lifelong skills and learning but minimize the risk of harm or injury through careful supervision and planning.


### **Limit setting with school aged children**


School children and preschool aged children can be actively involved in establishing safe limits of play. When children are offered opportunities to develop their own limits, they understand the reason for limits and acknowledge the consequences when limits are not adhered to.

School age children can range from 5 – 12 years of age, which reflects various levels of play behaviour. Educators should assess each play scenario in accordance with children's development and adapt supervision strategies to meet individual needs. For example: younger children may require more direct supervision than older children.

Educators need to be reflective and sensitive to the needs of older children, such as privacy and space to be independent. Educators should develop supervision strategies that monitor these areas and allow older children to self-manage their play and set limits.

- 1.2** The Educator/s is responsible for the supervision of children at all times that the service is open to care for children, once the child has been signed into care by the parent/guardian. The Educator assumes that responsibility until such time as the child is signed out of care by a parent/guardian or persons authorised to collect the child.
- 1.3** Educators must be aware of the health and wellbeing of each child in care and know any relevant strategies and/or practices specific to children's individual needs. For example: children suffering with diabetes, asthma or anaphylaxis.
- 1.4** Educators are responsible for ensuring that all children in their care are collected by only authorised collection people and that service arrival and departure procedures are followed.

- 
- 1.5 Educators are responsible for ensuring that parents and those authorised to collect children are electronically signing children in and out of care through the software system. In unique circumstances where parents are not able to do this, educators can do this for them with an explanatory note for why they have completed this function.
- 1.6 All children who may enter the service with their family but not enrolled or being actively cared for remain the responsibility of the adult who is accompanying them. It is this adult who is responsible for their supervision.
2. **Family Day Care**
- 2.1 A Family Day Care Educator must not educate more than seven (7) children at a family day care premise at any one time. In determining the number of children who can be educated and cared for by a family day care educator:
- no more than four (4) can be preschool age or under; and
  - if the children are being educated and cared for at a premise, the educator's own children and any other children at the residence are to be taken into account if –
    - a. those children are under thirteen (13) years of age; and
    - b. there is no other adult present and caring for the children.
- 2.2 No more than seven (7) children can be educated and cared for as part of a family day care service at a family day care premise at any one time (this does not apply to children visiting a family day care residence as a part of an excursion).
- 2.3 The Service permits only two (2) children under the age of two (2), with only one being younger than twelve (12) months. Variations to this will be considered by the Nominated Supervisor based on an Educators skills, capacity and preferred age group and will take into account knowledge of all children in the day care home and their varying stages of development. Families with twins etc. will also be an exception.
- 2.4 Educators must personally supervise children at all times (including while they are asleep). Supervision requires the Educator to be present on the registered premises at all times.
- 2.5 In the event of an emergency an authorised adult may assume responsibility of the children until such a time as parents/guardians can collect the children from care. Authorised persons include registered Educators and Educator Assistants and coordination staff members only. In any other circumstances the Nominated Supervisor or Responsible Person must be consulted.
- 2.6 Supervision assumes that the care area is secured, compliance is maintained and is sufficiently safe for children to be left in confidence for minimum periods of time to carry out necessary care giving tasks such as toileting or placing a child down to sleep.
- 2.7 Direct supervision must be maintained when visitors to the premises are present, including but not limited to relatives and friends of the household, volunteers, cleaners, delivery and maintenance workers. All visitors must sign in an out of an Educator's premises whilst children are in care.
- 2.8 Direct supervision must be maintained whenever there is an increased risk. For example: when engaging with animals, on excursions, in cooking activities using stoves or ovens, in high chairs or during water play activities.
- 2.9 Educators must not engage in activities which will limit their ability to care access and actively supervise and respond immediately to a child. This includes but is not limited to activities such as showering, sleeping, ironing mowing the lawn etc. However, if an educator has a child in 24-hour care, they will need to provide a written strategy showing how safety and supervision will be managed during periods of sleep and personal care.

- 
- 2.10 Educators must actively or directly be supervising the children at meal times taking into consideration their ages and stages of development.
  - 2.11 Educators must actively supervise the children in their care when at play session or service events.
  - 2.12 Educator must ensure that their supervision of children is not compromised through the use of social networking (e.g. Facebook), internet surfing, emailing and conversing on the telephone.

### 3. Out of School Hours Care

- 3.1 Educators need to be aware of positioning themselves in relation to other educators and the children. This is for their protection and the protection of the children.
- 3.2 Educators must communicate with each other regularly throughout the day regarding effective supervision.
- 3.3 Educators must actively supervise children during meal times.
- 3.4 Additional supervision requirements are necessary on excursion and are outlined in the Excursion Procedure.
- 3.5 Supervision and staffing requirements will be determined based on a risk based approach, taking into consideration:
  - The ages and stages of development of the children
  - Number of children in care
  - Children needs including behavioural and medical conditions
  - Facilities
  - Qualification, experience and skills of staff
- 3.6 Information and orientation of new and casual educators will be provided prior to commencing with the Service. Specific information on supervision arrangements and requirements will be outlined as part of the process and there after monitored and supported by Responsible Person in charge on the day.

**Approved by:**



Danielle Lidgard

**Group Manager Corporate and Community**

26 August 2020