

Supervision

“Supervision is an integral part of the whole care and education experience. At its most basic level, supervision helps to protect children from hazards or harm that may arise in their daily experiences in play, interactions with others, and daily routines” (Victoria Department of Education and Training, 2010, p.1)

NATIONAL QUALITY STANDARD (NQS)

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.

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

RELATED POLICIES

Arrival and Departure Policy Emergency Evacuation Policy Code of Conduct Policy Nappy Change & Toileting Policy Physical Environment Policy	Sleeping and Rest Requirement Policy Infant Bottle Safety & Preparation Policy Incident, Illness, Accident and Trauma Policy Cyber Safety Policy Administration of Medication Policy
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PURPOSE

Educators have a duty of care to ensure children are supervised at all times, maintaining a safe and secure environment adhering to National Regulations. Supervision, together with thoughtful design and arrangement of children's environments, assists in the prevention and severity of injury to children.

Educators will actively supervise children, identifying risks and taking all necessary steps to prevent or minimise injury. Effective supervision of children also provides Educators with the opportunity to support and build on children's play experiences.

SCOPE

This policy applies to Management and Educators 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.
- Regulatory Authorities are notified of any serious incident within 24 hours 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 only if 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 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.

AGE GROUP	EDUCATOR TO CHILD RATIO
For children from Birth to less than 36 months of age	1:4
For children aged 36 months of age or over	1:11

Management and/or the Nominated Supervisor will

- Ensure that all Educators are aware of all children and their environment.
- Ensure Educators avoid activities or actions that will distract them from supervision, such as speaking to other Educators for long periods of time, taking personal phone calls, checking mobile phones or administrative tasks.
- Ensure Educators are aware if they need to move away from the children, another Educator is to replace them.
- Educators are positioned allowing them to watch the maximum area possible.
- Ensure Educators move around the environment to ensure the best view of the area and to avoid standing with their back to the children or talking with other Educators.
- 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. The supervision plan and strategies will be displayed for families in all rooms and in the outdoor area.
- Adopt accepted best practice; ensuring no staff member is left alone with a child to support child protection protocols.
- Ensure that a Risk Assessment and 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.
- Ensure that parents are notified as soon as practicable but within 24 hours if their child is involved in a serious incident/situation at the Service. Details of the incident/situation are to be recorded on the Incident, Injury, Trauma and Illness Record.

- Ensure that if the incident, situation or event presents imminent or severe risk to the health, safety, and/or wellbeing of the child or if an ambulance was called in response (not as a precaution) the regulatory authority will be notified within 24 hours.

Educators will

- Have a sound understanding of their duty of care and responsibilities in ensuring children are within a safe environment.
- 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.
- 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.
- 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.
- 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.
- Ensure that no child is 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.
- Scan the environment during interacting with individuals or small groups.
- Continuously scan and look around the area to observe all the children in the vicinity.
- Implement correct supervision strategies and not perform other duties while responsible for the supervision of children.
- Listen closely to children whilst supervising areas that may not be in a direct line of sight.
- There is a mixture of activities to allow for appropriate supervision.

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).

Early Childhood Australia Code of Ethics. (2016).

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 Standard. (2017).

Revised National Quality Standard. (2018).

Tansey, S. (2005). Supervision in children’s services [Putting Children First, the Newsletter of the National Childcare Accreditation Council], Issue 15, p. 8-11.

Victoria Department of Education and Training. (2012). *Supervision* [Practice Note 12]: <https://www.education.vic.gov.au/Documents/childhood/providers/regulation/pracnotessuperv.pdf>

REVIEW

POLICY REVIEWED	April 2019	NEXT REVIEW DATE	April 2020
MODIFICATIONS	<ul style="list-style-type: none"> • Introduction changed • Irrelevant information deleted. • Sources/references corrected, updated, and alphabetised. 		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
April 2018	<ul style="list-style-type: none"> • Minor terminology and grammatical adjustments made to further support understanding and implementation • Included the list of related policies 	April 2019	
October 2017	<ul style="list-style-type: none"> • Updated the references to comply with the revised National Quality Standard 	April 2018	
April 2017	<ul style="list-style-type: none"> • Minor changes made to Educators and Nominated Supervisor roles and responsibilities to ensure a compliant and safe environment for children. • Updated to meet the National Law and/or National Regulations in respect of a serious incidents and notification purposes. 	April 2018	