

SUPERVISION POLICY

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). Effective supervision allows Educators to actively engage in play and leisure opportunities that are meaningful to children and support their wellbeing, development and learning.

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	
100	Risk assessment must be conducted before an excursion
101	Conduct of risk assessment for excursions
102	Authorisation for excursions
116	Assessments of family day care residences and approved family day care venues
119	Family day care educator and family day care educator assistant to be at least 18 years old
121	Application of Division 3
123A	Family day care co-ordinator to educator ratios- family day care service
124	Number of children who can be educated and cared for-family day care
144	Family day care educator assistant
166	Children not to be alone with visitors
168	Education and care service must have policies and procedures

169	Additional policies and procedures- family day care service
176	Time to notify certain circumstances to Regulatory Authorities
CHILDREN (EDUCATION AND CARE SERVICES) NATIONAL LAW	
165	Offence to inadequately supervise children
S.167	Offence relating to protection of children from harm and hazards
S.174	Offence to fail to notify certain information to Regulatory Authority

Victorian Child Safe Standards	
Standard 1	Organisations establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued
Standard 2	Child safety and wellbeing is embedded in organisational leadership, governance and culture
Standard 3	Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously
Standard 4	Families and communities are informed, and involved in promoting child safety and wellbeing
Standard 5	Equity is upheld and diverse needs respected in policy and practice
Standard 6	People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice
Standard 7	Processes for complaints and concerns are child focused
Standard 8	Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training
Standard 9	Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed
Standard 10	Implementation of the Child Safe Standards is regularly reviewed and improved
Standard 11	Implementation of the Child Safe Standards is regularly reviewed and improved

RELATED POLICIES

Administration of Medication Policy Arrival and Departure Policy Code of Conduct Policy Emergency Evacuation Policy Handwashing Policy Incident, Illness, Accident and Trauma Policy	Nappy Change & Toileting Policy Physical Environment Policy Safe Transportation Excursion Policy Sleep and Rest Policy Water Safety Policy Animal and Pet Policy
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PURPOSE

Family Day Care Educators have a duty of care to ensure children are supervised at all times,

maintaining a safe and secure environment adhering to Education and Care Services National Law National Regulations. Supervision, together with thoughtful design and arrangement of children's environments, assists in the prevention and severity of injury to children.

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

SCOPE

This policy applies to the Approved Provider, Coordinator, Educators, and Educator Assistants of the Family Day Care Service.

IMPLEMENTATION

The Approved Provider, Coordinator, Family Day Care Educator and/or Family Day Care Educator Assistant must ensure:

- that the Family Day Care approved residence or approved venue is organized and maintained to facilitate effective supervision of children while maintaining the rights and dignity of all children
- Regulatory Authorities are notified of any serious incident or complaints alleging the safety, health or wellbeing of children has been compromised within 24 hours of the incident or the time that the person becomes aware of the incident or complaint. This includes if an ambulance was called in response (not as a precaution) to the incident, situation or event.
- 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*.
- Dalas Family Day Care Educators avoid activities or actions that will distract them from supervision, such as speaking on the phone for prolonged periods of time, taking personal phone calls, checking mobile phones or administrative tasks.
- Dalas Family Day Care Educators respond to the different levels of supervision required due to children's ages and individual needs- (supervision of infants and toddlers will require children remaining in close proximity to the FDC Educator, where older school aged children may be able to be effectively supervised whilst in the outdoor environment).
- each child will be within sight and/or hearing of the Dalas Family Day Care Educator or Educator Assistant.
- children are never left in an unattended vehicle under any circumstances. This applies even if the vehicle remains in sight of the Dalas Family Day Care Educator and/or Educator Assistant

- adequate supervision is provided when children are transported in a vehicle at all times (Safe Transportation Policy and Road Safety Policy)
- Dalas Family Day Care Educators hold minimum educator qualifications, or 'actively working towards' an ACECQA approved qualification
- the required educator-to-child ratio and maximum number of preschool age children or under is adhered to at all times-
 - 1:7 educator to child ratio
 - Maximum of 4 children preschool age or under.
 - Ratio includes the educator's own children younger than 13 years of age if there is no other adult to care for them.
- they conduct risk assessments 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.
- they develop, maintain and regularly review a supervision plan and strategies for both the indoor and outdoor areas, which will support the Educator and Educator Assistant (if in attendance) to position themselves effectively to allow them to observe the maximum area possible.
- actively engage with children to support their learning whilst actively supervising and observing children
- implement vigilant supervision strategies for hygiene requirements including:
 - regular handwashing
 - toileting
 - cough and sneeze routines- using disposable tissues and handwashing
- 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.
- they scan the environment whilst interacting with individuals or small groups
- adequately supervise children during rest time in accordance with the *Sleep and Rest Policy* and relevant legislative requirements
- listen closely to children whilst supervising areas that may not be in a direct line of sight noticing changes in volume or tone of voice
- ensure that hazardous equipment and chemicals are inaccessible to children
- ensure children appropriately supervised when they have contact with animals to avoid potential injury or harm to the child or the animal

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.
- providing direct, constant and proximal monitoring to children undertaking activities that involve some risk (e.g.: carpentry, water play, climbing)
- making decisions and guiding Educator Assistants to make decisions about when children's play needs to be interrupted and redirected
- supporting Educator Assistants with specific strategies positioning, peripheral vision and monitoring children's arrival and departure from the service.

SOURCE:

Australian Children's Education & Care Quality Authority. (2014).

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).

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).

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[Education and Care Services National Regulations](#). (2011).

Guide to the National Quality Standard. (2020)

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>

Victorian Department of Education and Training

<https://www.education.vic.gov.au/childhood/providers/regulation/Pages/supervision.aspx>

REVIEW

POLICY REVIEWED	August 2021	NEXT REVIEW DATE	August 2022
MODIFICATIONS	• policy review - minor edits • sources checked for currency		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
December, 2020	policy purchased from Childcare Desktop		2021

SUPERVISION PROCEDURE

Family Day Care 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.

Effective supervision is integral to creating environments that are safe and responsive to children's needs and interests. Identifying potential risks and hazards allows educators to determine the level of supervision required for different situations and environments, whilst promoting children's agency, exploration and development

They will do this by:

Planned positioning - Educators position themselves to be able to scan or regularly look around the area to observe children in the environment. Educators ensure close proximity to children who may require additional support.

Practicing awareness - requires knowledge of individual children- 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 agency.

Being alert to the surrounding environment - involves Educators regularly glancing around the outdoor and indoor area and listening carefully to volume and tone of children's voices. Children who are not in an Educator's direct vision are still able to be supervised and responded to immediately if required.

Using redirection - Children can be redirected to other areas or activities when they are unable to problem solve on their own or undesirable behaviour is imminent or likely to occur. 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.

Provide close supervision in areas that may pose a potential risk to children's health and safety. Educators are required to evaluate the situation and determine if intervention is required depending on the age and ability of each child. Sometimes, a child needs reassurance to explore and take appropriate risks with the support of an adult. Educators must be aware of 'blind spots' within different environments.

Consideration of all children- Educators are aware of the different ages, personalities, behaviours and characteristics of the children in their care to ensure that different levels of supervision is relevant and responsive to each child's developmental needs.

Consistent supervision strategies support a positive, inclusive approach to children's ability to make responsible and appropriate decisions about their behaviour, interactions with others and their learning.

Actively supervising hygiene practices- supervising and modelling appropriate practices such as hand washing, use of hand sanitiser, cough and sneeze etiquette assists in ensuring the health and safety of children and staff.

Observation and engagement- being responsive to children's supervision needs and engaging in opportunities to promote independence and learning.

Communication and collaboration- ensuring all staff are aware of the needs of individual children and the supervision they may require in any given situation or environment. Communicating when changes in supervision occur due to a range of variations- collecting resources, visiting the bathroom, attending to an individual child's needs.

Health and Safety- ensuring effective supervision of children due to illness or injury. Children must be closely supervised and kept safe, comfortable until their parents/guardian is able to collect them from the service.

Clear supervision plans- ensuring all staff (including relief staff) understand supervision plans and procedures to ensure the safety of all children

Self-reflection- consider your own supervision practices (observation skills to anticipate times when children may need closer supervision)