Transition and Supervision

Linked to National Quality Framework and Standards – ACECQA 2018

***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, practices and implemented.

2.2.3 Child protection

Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk or abuse or neglect.

 ***Quality Area 3- Physical environment***

**3.1 Design- The design of the facilities is appropriate for the operation of a service**

3.1.1 Fit for purpose

Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.

3.1.2 Upkeep

Premises, furniture and equipment are safe, clean and well maintained

 ***Quality area 4– Staffing arrangements***

**4.1 Staffing arrangements- Staffing arrangements enhance children’s learning and development.**

4.1.1 Organisation of educators

The organisation of educators across the service supports children’s learning and development.

4.1.2 Continuity of staff

Every effort is made for children to experience continuity of educators at the service.

 ***Quality Area 5—Relationships with children***

**5.1 Relationships between educators and children- Respectful and equitable relationships are maintained with each child.**

5.1.1 Positive educator to child interactions

Responsive and meaningful interaction build trusting relationships, which engage and support each child to feel secure, confident and included.

***Quality area 6– Collaborative partnerships with families and communities***

 **Collaborative partnerships enhance children’s inclusion, learning and wellbeing.**

 6.2.1 Transitions

Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.

 ***Quality Area 7- Governance and Leadership***

**7.1 Governance- Governance supports the operation of a quality service**

7.1.1 Service philosophy and purpose

A statement of philosophy guides all aspects of the service’s operations

7.1.2 Management systems

Systems are in place to manage risk and enable the effective management and operations of a quality service

7.1.3 Roles and Responsibilities

Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the service

Linked to Education and Care Services National regulations (2011) and Education and Early Childhood Services

(Registration and Standards) Law 2011

**Regulation 168 (2) (e), 97, 98**

**Law 162,164, 167, 169, 173, 179, 189**

**AIM**

The definition of ‘supervision’ is the act of listening, instructing and watching children within the service. This is to ensure they are safe and engaged and that they are learning.

The Policy is committed to the following;

* Complying with the Child Care Regulations 2017 and National Law 2012 adult/child ratios
* Ensuring children are supervised at all times
* The design and arrangement of children’s environments to support and ensure active supervision
* The use of supervision skills to ensure the reduction and prevention of accident or injury to children and adults
* Guiding educators to be able to make decisions with regards to children’s play needs to be interrupted and redirected – Positive behavior guidance
* Educators supporting one another and their caregiving strategies
* Ensuring consistent supervision strategies when the service requires relief educators
* Acknowledging the necessity for high risk experiences to be supervised accordingly; higher child/adult ratios and minimizing the amount of high risk experiences at one time

It is understand and acknowledged that there is a shared and legal responsibility and accountability between, and committed by, all persons to implement the service’s Transition and Supervision Policy

The service also complies with the Workplace Health and Safety Act 2012 and best practices recommendations from recognized authorities such as Education and Standards Board and ACECQA.

Procedures connected to this policy are laminated and clearly labeled and displayed in the service

**RATIONALE**

Toybox CCCC takes every care and opportunity to ensure that we provide an environment where children are in sight and sound of educators at all times. That educators are mindful of their decision making to ensure that children are within sight and sound at all times.

**IMPLEMENTATION**

* Transitioning between rooms

Educators communicate in a timely fashion with the children about the transition that is going to occur; this means transitioning from indoor to outdoor, between rooms, from one part of the routine to the other

Educators communicate with each other about the transition that is going to occur.

Documentation such as sign in/out sheets, incident form folder, diary etc is taken with the room if travelling as a whole between rooms/areas

Children have their belongings; water bottles, hats, jumpers or jackets and or shoes with them or can access them when in another area they have transitioned too.

Supervision of children whilst transitioning is adhered too, such as educators placed to certain children or if transitioning in a line educators placed at intervals; for instance at the front, in the middle and at the back or in the front and at the back.

If Educators are moving to room or place where there is no phone access then walkie talkies are taken with them and the other one is placed in the charge of an educator or room that can assist them if needed.

* Supervision

Educators are responsible for taking every possible precaution to supervise children in their care. In order to support educators in affectively supervising, Educators must;

* Communicate their actions with their colleagues;
* Ensure their colleague has heard them and acknowledged their communication;
* Children are accounted for regularly, at least every 15 minutes and documentation signed to the affect;
* Staff position themselves in a manner that they can view and hear children;
* Strategies be put into place to ensure children are visible and heard at all times;
* Tasks are prioritized and carried out in accordance with appropriate supervision.
* When in the presence of children in other rooms, educators view the sign in/out sheet for that room and ensure they have seen every one of those children or asked of their whereabouts, for instance if a child is being changed, if they are in bed or if they have left the service and the parent/care giver not signed them out.
* Educators are to regularly ensure they have checked the sign in/out sheet and ensure families follow procedure of signing their child in and out
* Areas you do not wished accessed due to not being to supervise appropriately at that time are to be closed or locked
* Supervision can be effective with the support of clear communication, planned experiences and organization. It is crucial for resources to be at hand or preparation be considered beforehand.

**Supervision Outside**

Toybox CCCC has a large outside space accessible for 2-school age children. The area is tiered and has many possibilities for play.

* Toybox CCCC will provide walkie talkie and bum bags. There will be up to 4 bum bags available for use by educators working outside while supervising children. The bag will allow a walkie talkie to be carried as well as a set of keys for use if necessary to evacuate the back yard. The bag can be used to store children’s belongings or collect items that belong inside.
* Educators must wear a bum bag and have a fully charged walkie talkie on their person when they are working outside.
* In the event that an Educator is no longer working outside and they are being relived the bag is transferred to that person
* A walkie talkie must be available to an educator if they are working indoors and indoor/outdoor program is being provided
* When both groups are together each educator must know what children they have and the quantity and undertake regular counts of children – see head count documentation
* When the yard is accessed by both age groups (Toddler 2-3 and Kindy 3-school age) there must be at least 2 educators in the bottom section of the yard at all times. Educators must alter their responsibilities; for example every half hour change the area you are supervising and move around
* Educators must communicate their whereabouts at all times; for example if they are going on a break, if they need to change a child or if they are leaving their shift. **EDUCATORS MUST NOT LEAVE AN AREA WITHOUT ENSURING THEIR WHEREABOUTS ARE KNOWN AND ACKNOWLEGDED**
* If the children have gravitated towards the bottom and there are no children in the top tier all supervision is to be focused on that area, alternatively if the children are all up on the top tier focus is to be there.
* Children will migrate between areas to play and so Educators must act in accordance to the whereabouts of the children. This is ACTIVE supervision
* One bathroom only must be open for children to access outside
* Shed doors must be open at all times
* External gate keys must be on an educators person at all times and the keys be given to another when they exit contact with children

**Progressive snack/mealtimes**

At Toybox CCCC we offer progressive snack. At this time if the groups are combined it is the responsibility of the educator designated to the task to ensure each child has been asked if they wish to eat and that they have had a drink in their presence.

The educator is responsible for recording this information for both rooms.

The same guidelines apply if the rooms are separate.

**What to do in the event of an unforeseen incident**

In the event that supervision may be hindered in some way for instance;

* A child has an accident
* An educator falls ill and hasn’t returned to contact with children
* Unforeseen circumstance

Educators are required to verbally request children to meet with them in a group. Currently we use a tambourine to indicate that we require everyone’s attention. At this stage Educators will make the decision to have a group activity and ensure that every possible effort is made to supervise a large group. Assistance will be organized by management as quickly as possible. Educators are required to place their focus and energy on the safety and wellbeing of the children.

**Children sleeping**

In the event that children require a sleep

* Cots and stretcher beds are provided
* Older children (especially Kindy aged children) will usually sleep in a designated area with the toddler aged children that sleep.
* Those children therefore become the responsibility of the educator/s placed in supervision in the space where the children are sleeping.
* Transitioning them back to their room is the responsibility of the same educator and they must ensure the child has been recognized as returning and documentation filled in accordingly
* Children in cot rooms must be checked on every 15 minutes and documentation filled in

**Information sharing with stakeholders**

Children

* It is vitally important that children be included in sharing ideas for staying safe with educators and this be part of daily learning and planning. Visual information can be very successful for children and adults alike

Families

* Families are encouraged to read policies.
* We understand that this is not always possible so efforts to inform families is made through newsletters, website, notice boards internally, on sign in/out sheets, through conversations and visual cues
* The centre has a committee and we encourage members to share information with fellow families

Educators

* Educators are provided a copy of this policy on their induction and are expected within the first month of employment to make themselves aware of procedures connected to supervision
* Educators are supported and guided and communication is held in high regards
* Should an issue arise relating to supervision please do not hesitate to see the Director

Management

* Management will regularly communicate with Educators regarding supervision through
* Spot checks
* Staff meetings
* In contact with children and staff
* Training opportunities
* Performance reviews

Community

* Toybox CCCC will maintain relationships with ESB, ACECQA, DEPT OF EDU, KIDSAFE SA, LOCAL COUNCIL and other supporting agencies that continue to assist us in our role to keep children safe and secure.

**Sources
Education and Care Services National Regulations 2017
Work Health and Safety Act 2012**

**National Quality Standard 2018**

**Kidsafe SA**

**Review**The policy and our code of conduct will be reviewed annually

* Management
* Employees
* Families
* Interested Parties

**Created Jan 2018**

**Policy reviewed and updated Feb 2018**