



		<b>EHPS OOSH POLICY</b>	
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<b>Written By</b> Nominated Supervisor	<b>Reviewed By</b> EHOOSH Management committee	<b>Approved By</b> EHOOSH Management committee	<b>Supersedes</b> Version 1	<b>Effective Date</b> February 2020

# Eastwood Heights OOSH

## Supervision Policy

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<b>Revision Chronology:</b>		
<b>Version Number</b>	<b>Date</b>	<b>Reason for Change</b>
1.0	May 2017	Endorsed by OOSH executive committee
1.1	February 2020	Review and evaluation
1.2		Endorsed by OOSH executive committee
2.0		Edited and reviewed

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## 1. POLICY STATEMENT

Supervision is defined as ‘the active awareness of the responsibility to act in the best interest of all involved in the Service to provide a safe, healthy and supportive environment that promotes, supports, builds on and challenges children’s learning and development.’

### **National Quality Standard (NQS)**

At Eastwood Heights OOSH (the Service), we understand that we have a duty of care to ensure that children are provided with a safe and secure education and care environment that is effectively supervised. Educators have a duty of care to ensure that all areas accessible to children are safe, free from hazards, and adequately supervised by sufficient numbers of educators. The type of supervision required is dependent on the type of activities that children are participating in, the specific environment and its possible hazards, and the age, needs and propensities of the individual children. We believe that maintaining a generous educator to child ratio is an important factor in determining the quality of care we provide and essential to fulfilling our statutory duty of care.

## 2. PROCEDURES

It is a requirement under the *Education and Care Services National Law Act 2010* that all children being educated and cared for by a Service are adequately supervised at all times while in the care of that Service, and that children are protected from harm and hazards. The Parent Management Committee (the Approved Provider of the Service) needs to feel confident that adequate supervision of children is maintained by educators at all times, and that all educators undertake their duty of care to children diligently and consistently. Children need to be able to learn and grow in an environment that ensures potential risks are recognised and appropriate supervision is provided. This allows children to explore and push the boundaries of their abilities. Families also need to feel confident that their child is in a safe secure environment and adequately supervised by educators at all times.

Educators will ensure the adequate supervision of children by actively watching and monitoring the learning and leisure environment, observing children’s play and anticipating potential dangers. The Service is committed to:

- Fully inducting educators in their duty of care responsibilities to children and understand how this duty impacts on the supervision of children.
- Ensuring that children are supervised at all times.
- Guiding and teaching educators to make decisions about when children’s play needs to be interrupted and redirected.
- Adequately supervising any staff member at the Service who is under 18 years of age at all times by an educator who is 18 years old or over. Educators will not be employed until they are at least 18 years of age.
- Considering the design and arrangement of children’s environments to support active supervision.
- Using supervision skills to reduce or prevent injury or incident to children and adults
- Providing consistent supervision strategies.
- Acknowledging and understanding when additional supervision is required for high-risk experiences or when the needs of the children present otherwise requires it.
- 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

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increased.

When educators are on duty they are responsible for the direct supervision of children. This requires that each child is to be within sight and/or hearing of an educator at all times. This excludes the Year 5/6 area, which is closely monitored but not always under constant scrutiny.

Educators will always endeavour to:

- Plan activities and arrange the environment to ensure children can be effectively supervised and there are sufficient educators to attend to children's needs.
- Position themselves to see as much of the play area as possible.
- Remain in close proximity to children engaging in activities that involve any risk, eg wood work activities, tree climbing, cooking, playing on high play equipment etc.
- Face the children and actively engage with children, not stand back and watch.
- Move around the environment to ensure best view of the area.
- Communicate readily with each other about the supervision of children, eg inform each other before leaving an area and using the walkie-talkies as necessary, but not group together in the outdoor environment except for brief, necessary discussions regarding the children.
- Regularly inspect the environment to check for hazards or potential dangers.
- Keep an eye on large groups of children by scanning and regularly looking around the area.
- Be alert to sounds that may indicate a problem or need for intervention or assistance.
- Anticipate what might happen next when watching children's play, and be prepared to intervene where there is a potential danger.
- Educators in gate keeper roles will be vigilant in monitoring children's movements around the service.

Educators who are 'on duty' will not engage in cleaning, administrative or other duties, except where this involves undertaking minor incidental duties, such as marking the roll for a session, or carrying out minor cleaning duties arising directly from the care of an enrolled child. Educators will be alert to and aware of potential hazards and risk of injury to children and will use their knowledge of each child to ensure children are adequately supervised at all times.

Levels of supervision will be adapted in relation to:

- the size of the group
- the number of educators in attendance
- the experience of educators and their personal knowledge of the children
- the individual characteristics, developmental level and age range of the group of children
- types of activities taking place
- children's previous experience of the activity
- size of, and potential hazards within, the play area
- transitions from one activity to another

Educators will foster children's independence and competence by supporting children to undertake some activities that involve a level of risk. However, educators will always intervene to prevent harm when necessary. Educators are also aware that at times older children require privacy and the space to be independent. Educators will develop supervision strategies that monitor these areas and allow older children to self-manage their play and limit setting.

The Service will roster the more experienced educators who are most familiar with the Service's

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facilities, building and procedures, and who know most of the children and families, to open and close the Service. When educators are finishing their shifts they will ensure their colleagues know which children are still in care, any information to be shared with families, or any changes to the person authorised to collect the child that day. Educators are to regularly evaluate supervisory practices, especially after accidents or incidents, or the introduction of new activities.

### **2.1 Educator to child ratios**

There will be a maximum of 15 children to 1 educator attending the Service, and a minimum of 2 educators present, at all times. The Nominated Supervisor will always be mindful of the educator to child ratio when rostering educators. Wherever possible, extra educators will be employed to assist in providing a higher standard of care. Student volunteers will not be counted as part of the educator to child ratio at any time.

## **3. REFERENCES**

### **3.1 Statutory authority**

- Children and Young Persons (Care and Protection) Act 1998
- Education and Care Services National Law Act 2010 (Regulation 101, 115, 120, 122, 151, 166, 176)
- Revised National Quality Standard
- My Time our place

### **3.2 Service policies**

- Educational Programming Policy
- Arrival and Departure Policy
- Interactions with Children Policy
- Providing a child safe Environment Policy