



Supervision Policy



Policy Number	QA 2/3	Title	Supervision Policy
Revision	2.3	Written By	Policy Team and Nominated Supervisor
Reviewed By	EHOOSH Management Committee	Approved By	EHOOSH Management Committee
Supersedes	2.2	Effective Date	February 2026

1. Policy Statement

At Eastwood Heights OOSH, ensuring the safety, wellbeing, and protection of children through active and effective supervision is a fundamental responsibility. Supervision is not passive, it involves constant, engaged, and intentional practices that promote safety while supporting children’s agency, independence, and self-directed play.

This policy is supported by the Eastwood Heights OOSH Care Environment Supervision Plan , which provides detailed risk-benefit assessments, supervision mapping, and zoning strategies tailored to our indoor and outdoor environments. The policy and plan work together to meet the requirements of the Education and Care Services National Law Act 2010, the NSW Child Safe Standards, and the National Quality Framework (NQF).

We embed PARS theories, methods and techniques to balance safety with children’s independence and to create a safe, inclusive, and child centred environment.

2. Background

The Education and Care Services National Regulations require approved providers to ensure their services have policies and procedures in place in relation to the supervision of children

3. Implementation

The Supervision Policy is implemented through use of the supervision map, supervision plan, active supervision strategies, and PARS techniques. Staff are trained in positioning, monitoring, and communication to ensure safe, unadulterated time and space at our service. We have an online supervision plan as well as a supervision plan to guide educators in supervision practices. Regular reviews of our supervision ensure continuous improvement and effectiveness.

3.1 Adequate Supervision

Supervision must be active, constant, and responsive to the needs of the children. Educators must position themselves to see areas of play and be alert to signs of potential risks. Our team understands the concepts of active supervision and PARS techniques which enhances their ability to monitor, interact, and engage with children effectively.

3.2 Staffing and Ratios

The service always maintains a 1:15 educator-to-child ratio, with additional educators rostered for high-risk activities, transitions, or excursions as identified in the supervision plan. All educators hold a valid Working With Children Check (WWCC), and volunteers or unqualified staff are not included in educator-to-child ratios. Ratios are actively monitored by the Responsible Person in Charge to ensure safety and compliance.

3.3 Active Supervision Techniques

Active supervision means educators are engaged with children, anticipating risks, and ready to intervene when necessary. Using the supervision map to position educators strategically for full visibility. For active supervision educators will:

- Understand the areas children are using to position themselves strategically for full visibility
- Move around the environment to monitor all areas of play.
- Use walkie-talkies for clear communication between staff in different zones.
- Pay close attention to high-risk areas (stay in closer proximity)
- Utilise PARS techniques to promote unadulterated play

3.4 Promoting Independence and Risk Taking

Educators encourage children to engage in risky play such as climbing, rough and tumble, or tool use, while applying Risk-Benefit Assessments from the PARS framework to guide safe decision-making. By balancing intervention with trust, educators support children in building resilience, problem-solving skills, and confidence. Children’s agency is always respected, with opportunities provided for them to take responsibility and participate in safety practices. This practice ensures that children develop both awareness and independence while knowing that educators are present to support them through reflective listening and protective containment when necessary.

3.5 Transitions and Movement

Supervision is continuous during transitions, whether children are moving between indoor and outdoor areas, shifting programs, or going on excursions. Educators use walkie-talkies to maintain constant communication between zones and ensure smooth coordination. All gates and exits are actively monitored, and educators remain attentive to children’s whereabouts during every transition. Transitions are approached with a PARS mindset, where educators anticipate potential risks and apply strategies such as containment and graduated intervention to manage them effectively.

3.6 Supervision Plan

The Care Environment Supervision Plan outlines the specific requirements for supervision across service spaces, including the Hub, Hall, Cola areas, Oval, Fitness Track, Court, Sandpit, Shade cloth, and Bathrooms. It includes risk-benefit assessments, control measures, and expectations for children’s use of each space. Educators are required to follow this plan daily and adapt their supervision as needed to ensure both safety and meaningful engagement. The plan explicitly reflects PARS-informed strategies, encouraging educators to balance caution with the recognition of children’s capacity to self-manage risk.

4. Roles and Responsibilities

Approved Provider

- Ensure the service complies with the Education and Care Services National Law Act 2010 and the Education and Care Services National Regulations.
- Provide the necessary resources, including staff training in active supervision and PARS techniques, to maintain effective supervision.

	<ul style="list-style-type: none"> • Oversee policy reviews and ensure adjustments are made based on incidents, feedback, and legislative updates.
<p>Nominated Supervisor</p>	<ul style="list-style-type: none"> • Lead the implementation of the Supervision Policy and ensure that all staff understand and follow the supervision protocols, including the use of the supervision map and walkie-talkies for clear communication. • Ensure staff are regularly utilising their PARS techniques to promote safe, independent play. • Conduct reviews of supervision practices and ensure continuous improvement • Monitor compliance with educator-to-child ratios and report any concerns to the Approved Provider.
<p>Responsible Person in Charge</p>	<ul style="list-style-type: none"> • Monitor staff compliance with the supervision map and ensure appropriate positioning of educators across all zones, especially in high-risk areas. • Support the Nominated Supervisor by ensuring that PARS techniques are applied in daily practice, helping staff balance child independence with safety • Manage transitions and high-risk activities by coordinating staff to ensure all children are adequately supervised at all times. • Ensure that the required educator-to-child ratios are maintained throughout the day and address any staffing issues that arise in real-time. • Implement the supervision plan and assist educators when necessary
<p>Educators and Support Staff</p>	<ul style="list-style-type: none"> • Actively engage in supervision by positioning themselves according to the supervision map and monitoring children using PARS techniques. • Use walkie-talkies to communicate with other staff and ensure supervision is coordinated, especially during transitions and high-risk activities. • Participate in training sessions on active supervision and PARS play work practices and contribute to the reflecting process • Support RPIC in implementing the supervision plan and give feedback where necessary

Families

- Support the service by providing feedback on supervision practices and policies, helping to ensure the service continues to meet the needs of children and families.

5. Legislative Requirements.

Education and Care Services National Law Act 2010

Section 165	Adequate Supervision of Children
Section 167	Protection of Children from Harm and Hazards
Regulation 115	Premises designed to facilitate supervision
Regulation 123	Educator-to-child ratios
Regulation 168	Education and care service must have policies and procedures
Regulation 84	Awareness of child protection law
Regulation 82	Tobacco, drug, and alcohol-free environment
Regulation 97	Emergency and evacuation procedures
Regulation 99	Children leaving the education and care service premises
Regulation 101	Conduct of risk assessment for excursions
Regulation 102	Authorisation for excursions
Regulation 176	Time to notify certain information to Regulatory Authority
Regulation 120	Educators who are under 18 to be supervised
Regulation 168(2)(h)	Child protection policies and procedures

6. Induction

All new staff at Eastwood Heights OOSH are introduced to the service’s supervision map, key supervision practices, and the overall layout of the service. Staff are provided with an overview of PARS techniques and child protection laws, ensuring they understand the importance of supervision and child safety. Educators also have the opportunity to observe and practice supervision methods with experienced staff to ensure they are comfortable with their role during their trial period

7. Review and Monitoring

The Supervision Policy is periodically reviewed to ensure it remains effective and in line with any updates in legislation or service needs. Feedback from staff and families may be considered during reviews. Safety practices and supervision methods are generally monitored to ensure compliance with service expectations, and any necessary adjustments are made as needed. Ongoing training and evaluation of supervision strategies occur as required, ensuring staff maintain the skills to effectively supervise children.

8. References

8.1 Statutory Authority

- Education and Care Services National Law Act 2010 (Australia)
- Education and Care Services National Regulations
- NSW Children and Young Persons (Care and Protection) Act 1998

8.2 Relevant Service Policies

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

8.3 National Frameworks

- National Quality Framework (NQF)
- Education and Care Services National Law Act 2010
- National Quality Standard (NQS)
- NSW Child Safe Standards
- Early Years Learning Framework (EYLF)
- My Time, Our Place (MTOPI)

Revision Chronology

Version Number	Date	Reason for Change
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		
2.1	October 2024	Review and Evaluation
2.2	September 2025	Reviewed and Updated
2.3	February 2026	Reviewed and Updated