Policy 2.23

Service Supervision

Supervision is critical to the safety of children. At its most basic level, supervision helps protect children from hazards or harm that may arise in their play and daily routines. Adequate supervision means an educator can respond immediately, including when a child is distressed or in a hazardous situation. (Referenced from Guide to the National Law and Regulations, 2011, pg 64)

Effective supervision requires educators to be actively involved with children, every child should be monitored actively and diligently.

Direct and constant monitoring by educators in close proximity to children is useful for actively supervising activities that involve some risk, for example woodwork activities, cooking experiences and any children's play that is in or near water.

Educators should avoid carrying out activities that will draw their attention away from supervision such as speaking on the phone. If educators are required to move away from actively supervising children they should make sure they are replaced by another educator.

Careful positioning of educators should allow them to observe the maximum area possible. By moving around the area educators can then ensure the best view possible, and that they are always facing the children. There is a map layout identifying the best vision vantage point for optimum service supervision in each room and in the outside environment (please make yourself aware of these vantage points). Please be aware adequate supervision is not just “yard duty”. You are to be aware and alert to the children you are supervising and still engaged in children's play and experiences.

Scanning or regularly looking around the area to observe all the children in the vicinity is useful when educators are supervising a large group of children, or engaged in play that may have you drawn away from the best supervision vantage points.

Listening closely to children near and far will help to supervise areas that may not be in the educators direct line of sight. This is particularly useful when listening out for sleeping babies through a monitor or when supervising areas where children may be playing in corners, behind trees or play equipment.

With babies and toddlers who are sleeping, educators must be able to see and hear the children, this allows educators to assess each child's breathing and skin colour. Regular 5 minute checks of the baby sleeping room must be documented as a minimum. Each child’s sleep supervision requirements will be carefully assessed when determining the level of supervision, for example a child with higher risks such as a chronic lung disorder may need a higher level of supervision while sleeping.

Observing children's play and anticipating what may happen next will allow educators to assist children as difficulties arise and to intervene where there is potential danger to children.

Staff should balance activities to ensure risk is minimised, and ensure there are sufficient educators to attend to children’s needs.
The inside and outside environment should be inspected and monitored for hazards that could lead to poisoning or injury on a regular basis.

Safety checks of the outdoor environment will be completed each morning to monitor for spiders, vermin and foreign objects such as syringes and broken glass. This will include regular raking of the sand pit and soft fall.

When supervising children’s daily departure from the service, educators should be aware of the people who have the authority to collect children. *If the parent has consented for a new person to pick up and a staff member has not met them yet staff will ask for photo ID and are to record this information on the sign in form for children.*

When setting up equipment in the indoor and outdoor environment educators will take into account - safe fall zones, good traffic flow, ongoing maintenance of buildings and equipment, minimal trip hazards, platforms with guardrails, equipment that does not have pinch points, sharp edges, things that protrude or tangle or that may cause entrapment.

When planning excursions staff will comply with National Quality Standards and Regulations and provide the required ratio of adults to children, and documentation.

Advance planning of destinations, transport, meals and toilet breaks will help identify potential hazards and determine the level of supervision required.

**The adequacy of supervision should be determined by a range of factors including:**

- Number and ages and abilities of children
- Number and positioning of educators
- Each child’s current activity
- Areas available for play
- Risks in the environment eg water, set up of equipment, hammering etc
- The educators knowledge of each child and the group
- The experience skills and knowledge of the educator
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<th><strong>Governing Council Member's Signature:</strong></th>
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**Two Wells Community Children's Centre's Common Seal**

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<tr>
<th><strong>Date Reviewed:</strong></th>
<th>28th June 2013</th>
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<td><strong>Next Review Due:</strong></td>
<td>March 2015</td>
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**Sources:**
- Kidsafe SA, Playground safety, September 2010
- SIDS and Kids Council
- National Quality Standard
- Putting Children First' Newsletter, Issue Fifteen – ‘Safety and your childcare service’
- In consultation with Staff