Supervision

Rationale and Policy Considerations

The service understands it has a duty of care to ensure that children are provided with a safe, 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.

It is a requirement under the Education and Care Services National Law Act 2010 that all children being educated and cared for by the service are adequately supervised at all times that the children are in the care of that service, and that children must be protected from harm and hazards.

Philosophy

Documented approach to provision of a safe and healthy environment for children and acting in the best interests of the child; approach to professionalism, duty of care and ethical conduct.

Legislation and Government Requirements

State/territory laws relating to occupational safety and health;
Laws of negligence and duty of care;
Education and Care Services National Law Act 2010(Vic) (or corresponding legislation);
Education and Care Services National Regulations

Children's needs

To be able to learn and grow in an environment that ensures potential risks are recognised and appropriate supervision provided to allow children to explore and push the boundaries of their abilities.

Families’ needs

To feel confident that their child is in a safe secure environment and adequately supervised by qualified educators at all times.

Educator/Staff needs

Sufficient educator to child ratios to ensure adequate supervision at all times; special plans for beginning and end of day and lunch time periods when educator levels may be reduced; well designed play space that maximises supervision; understanding of duty of care responsibilities towards children; training in supervision skills.

Management needs

To feel confident that supervision of children is maintained by all educators/staff at all times; all educators/staff undertake their duty of care responsibilities to children diligently and consistently.

National Quality Framework

Education and Care Services National Law Act 2010(Vic) – Section 3(2)(a) and (3)(a); 162; 165; 167; 169; 170; 171
Education and Care Services National Regulations: 84; - 99; 115; 116; 119; 120; 123; 124; 136; 150-155;
Strat

The service's supervision policy is committed to:

- ensuring that children are supervised at all times;
- 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;
- guiding educators to make decisions about when children's play needs to be interrupted and redirected;
- providing consistent supervision strategies when the service requires relief educators; and
- acknowledging and understanding when supervision is required for high risk experiences and/or the ratio of adults to children need to be increased.

Policy Statement

The service will ensure educator supervision of children is appropriate to the activities children are engaged in; the characteristics and developmental level of the children; the setting in which the activities are taking place; the potential risks to children's safety; and the experience, knowledge and skill level of educators.

Educators will engage in active supervision of children by actively watching and monitoring the learning and leisure environment, observing children's play and anticipating potential dangers.

The service's supervision policy is committed to:

- complying with the Education and Care Services National Regulations educator/child ratios;
- ensuring that children are supervised at all times;
- 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;
- guiding educators to make decisions about when children's play needs to be interrupted and redirected;
- providing consistent supervision strategies when the service requires relief educators; and
- acknowledging and understanding when supervision is required for high risk experiences and/or the ratio of adults to children need to be increased.

Strategies for Policy Implementation

- Educators are fully inducted in their duty of care responsibilities to children and understand how this duty impacts on the supervision of children.
- When educators are on duty they are responsible for the direct supervision of children. This requires that each child will be within sight and/or hearing of an educator at all times. Educators will arrange play areas to ensure children can be effectively supervised, and will communicate effectively with each other about the supervision of children, i.e. inform each other before leaving the room.
- Educators will adopt the following strategies to ensure children's adequate supervision:
  - be in close proximity to children to supervise activities that involve some risk i.e. wood work activities; cooking; playing on high play equipment etc;
  - always face the children and position themselves to allow maximum observation of the area in which children are playing;
  - keeping an eye on large groups of children by scanning and regularly looking around the area;
  - being alert to sounds that may indicate a problem or need for intervention or assistance;
  - anticipating what may happen next when watching children's play, and being prepared to intervene where there is a potential danger;
  - planning activities and arranging the environment to ensure there are sufficient educators to attend to children's needs;
  - regularly inspecting the environment to check for hazards or potential dangers;
  - being vigilant during children's departure from the service and being aware of the people who have authority to collect the child.
PSCA Policies in Practice

Supervision

- Educators that 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 care 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:
  - size of group;
  - number of educators supervising;
  - experience of educators and their personal knowledge of the children;
  - 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 i.e. are children hyped up; excited; tired; just awakening from sleep etc.
- Educators will foster children’s independence and competence by supporting children to undertake some activities that involve risk taking. However, educators will always intervene to prevent harm, whenever this is necessary.
- The service will identify circumstances in which increases to the adult ratios above regulatory requirements are needed to improve children’s safety. This can include during excursions, when children are playing near large volumes of water (swimming pools or fishponds), or when children are unwell.
- Educators are 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.
- Educator/staffing arrangements will allow flexibility within daily routines and supervision of individuals or small groups of children during meal times, sleep or rest times etc.
- The service will roster experienced educators that are familiar with the service’s facilities, building and procedures, and know most of the children and families, to open and close the service.
- When educators are leaving for the day they will ensure their colleagues who are closing the service 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. This will be achieved through the use of handover diaries, communication books, or messages on whiteboards.
- Educators regularly evaluate supervisory practices, and especially after accidents or incidents, excursions, or the introduction of new activities.

Staffing Plan

- The service will establish a Staffing Plan to ensure appropriate levels of supervision are maintained at all times and in accordance with the Education and Care Services National Regulations. This plan will include:
  - Name of the nominated supervisor;
  - Names of those certified supervisors that have agreed to take the role of acting nominated supervisor when the nominated supervisor is not on duty;
  - Relief educator list and procedures for updating this list;
  - List of educators holding a current approved first aid qualification;
  - List of educators that have undertaken anaphylaxis management training;
  - List of educators that have undertaken emergency asthma management training;
Absence/indisposed educator procedures

- Early morning procedures if rostered educators are absent
- Procedures when educator is required to leave at short notice
- Procedures for ensuring maintenance of records and updates to educator's clearances and qualifications;
- Procedure for ensuring educator/staff time sheets are maintained and retained;
- List of educators for each age grouping within the service;
- Educator meal and rest break arrangements;
- Supervision for special activities i.e. excursions; transport; water play; trampolines; play equipment etc.;
- Supervision of children who are ill, injured, displaying unacceptable behaviour etc.;
- Induction procedures for new educators/staff.

Nominated Supervisor

- The approved provider will appoint the most appropriately experienced and qualified certified supervisor as nominated supervisor, and will ensure this person has adequate resources and support to achieve their responsibilities for the day to day supervision and control of the service.

- The approved provider will also seek the consent of a number of appropriately experienced and qualified certified supervisors to be available to act in place of the nominated supervisor when the nominated supervisor is not on duty.

Absent/indisposed educators

- Educators must inform the nominated supervisor, or certified supervisor acting in place of the nominated supervisor, as early in the day as possible if they are unable to report to work, so that relief educators can be arranged.

- Should an educator fail to report for duty the following procedures will apply:

  The most senior educator present will contact the nominated supervisor or directly contact an educator who is rostered to work later that day or a relief educator from the Relief Educator/Staff List to arrange for someone to report to work as soon as possible.

  Once the maximum educator to child ratio has been reached, families who arrive to drop off their children will be asked to wait with their children at the service until an additional educator arrives.

- Should an educator become ill or injured, or otherwise be required to leave the service at short notice:

  - The nominated supervisor will contact an educator not rostered to work, or a relief educator from the Relief Educator/Staff List, to arrange for someone to report to work to replace the indisposed educator as soon as possible.
  
  - The indisposed educator will whenever possible remain at the service, until a replacement educator has arrived.
  
  - In the event that the educator cannot be replaced, the nominated supervisor may be required to reduce the number of children in care by contacting families of lower priority children (Priority of Access Guidelines) to advise them of the situation, and ask them to collect their children from care.

Relief Educators

- A Relief Educator/Staff List will be maintained by the nominated supervisor. The Relief Educator/Staff List will identify each person's qualifications, relevant clearances with expiry dates, dates of previous work at the service and room/age grouping in which they worked. Each person on the Relief List will be contacted regularly to confirm their continuing availability.
The service will regularly advertise for new relief educators, to ensure the most experienced and qualified persons are available.

New relief educators will be oriented to the service and invited to spend some time at the service to confirm their suitability. Whenever possible new relief educators will be placed with regular educators and closely supervised.

Experienced educators will support and oversee relief educators to ensure the maintenance of continuity in the service’s practices and standards.

Ensuring Correct Educator to Child Ratios

- The nominated supervisor will ensure that appropriate educator to child ratios are maintained for each age grouping of children in accordance with the Education and Care Services National Regulations.
- The nominated supervisor will encourage families to keep to agreed starting and finishing times so that the service can maximise the use of educators and ensure appropriate educator to child ratios are maintained in each age grouping at all times.

Procedures

Services may find the following list of example procedures, useful tools in the implementation of this policy. List your services precise steps for achieving each action. Ask yourself when, how, where and who is responsible for what actions.

- Absent or indisposed educator procedures
- Early morning procedures if rostered educators are absent
- Educator meal and rest break procedures
- Procedures when educator is required to leave at short notice
- Procedures for ensuring maintenance of records and updates to educator’s clearances and qualifications
- Procedure for ensuring educator/staff time sheets are maintained and retained
- Procedure for supervision of children who are ill or injured
- Procedure for supervision of children displaying unacceptable behaviour
- Procedure for supervising children on climbing equipment
- Procedure for supervision of children participating in special activities or excursions

Links to other policies

The following policies may be linked to this policy:

- Children’s Comfort, Rest and Relaxation
- Confidentiality and Privacy
- Delivery and Collection of Children
- Educational Programs
- Enrolment and Orientation
- Establishing a Protective Environment
- Excursions and Transport
- FDC assessments
- FDC educators monitoring support and supervision
- Guiding Children’s Behaviour
PSCA Policies in Practice

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- Illness
- Interactions with Children
- Maintenance of a Safe Environment
- Medications and Medical Conditions
- Partnerships and Communication with Families

Further sources


DEEWR Child Care Service Handbook 2011 – 2012;

Section 6.5 – What are my services responsibilities to parents?


Tansey, S – Supervision in children’s services – extract from Putting Children First, the Newsletter of the National Childcare Accreditation Council – Issue 15, September 2005


POLICY CREATED DATE:

POLICY REVIEW DATE: