

## **Supervision Policy**

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**Linked to National Quality Standards-** Quality Area Two and Five

### **Policy statement**

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Feng Holdings trading as Tanah Merah Child Care Centre (referred throughout this policy as "the service") has a duty of care to provide all persons with a safe and healthy environment.

- The service defines 'supervision' as the act of watching, listening and instructing children within the service to ensure their safe, engaged and learning about the world in which they live.
- The service's Supervision Policy is committed to:
  - complying with the Child Care Regulations 2002 and Act 2003 adult/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;
  - supporting educators and their caregiving strategies;
  - 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 is increased.
- It is understood that there is a shared legal responsibility and accountability between, and a commitment by, all persons to implement the service's Supervision Policy, procedures and practices.
- The service also complies with Workplace Health and Safety Act 1995 and best practice recommendations from recognised authorities.
- The procedures relating to the Supervision Policy are laminated clearly labelled and displayed in the service for all stakeholders to read.

### **Rationale**

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Feng Holdings trading as Tanah Merah Child Care Centre strive to provide an environment where children are in sight or sound of a educators at all times. Educators will endeavour to ensure that are aware of all children's movements both during indoor and outdoors.

### **Strategies and practices**

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#### **Principles of active supervision**

Supervision is one of the most important care giving strategies and skills required by educators to develop and master. Active supervision is a combination of listening to and watching children play, being aware of the environment and its potential risks, the weather conditions, the time of day, managing small and large groups of children, and an understanding of child development including theories about how children play.

It is also crucial that educators are aware of the different ages, personalities, behaviors and characteristics of the children in their care. How children interact, communicate and play with one another is dependent on educators building relationships with children to learn about who they are, how they react in certain situations and discover their interests. These are vital skills to develop as they assist educators to predict children's play patterns, which affects how educators plan and establish environments and coordinate supervision strategies to maximise children's safety and ability to play free from harm or injury.

### *Positioning of educators in the environment*

- When supervising children educators need to consider how they position themselves both in the outdoor and indoor environment. Educators need to consider:
  - Do I have my back to any of the group?
  - Are new or high risk experiences being introduced and where will I stand / sit during these experiences?
  - Is there a student / volunteer to be considered?
  - Are there corners or areas which children may play in that pose a risk?

### *Scanning the environment and knowing the number of children*

- Scanning is vitally important when supervising children. Educators are required to regularly scan when children sleeping, especially outdoors and babies in cot rooms; regular checking of older children in outside school hours care who may not be being directly supervised.
- Educators need to develop a system of regular head counts marking each child's arrival and departure to ensure that they are fully aware of where each child is *at all times*.
- Educators should also have a list of people who are authorized to pick up each child from the service and information regarding those people not allowed to collect a child. Educators need to ensure that this documentation remain confidential.

### *Listening when children play*

- Listening is also important educators need to be aware of children and the noises they make. For example, water splashing; crying; choking or gasping; offensive or aggressive language; or silence.

### *Setting up the environment*

- During playground set-up please be aware where children will be and how they will use the equipment for supervision. Grouping equipment together such as easels and water troughs makes supervision much easier.

### *Knowledge of the children in care and understanding how groups of children interact and play together.*

- Educators need to be reflect of the age groups being supervised. Observing children's play and anticipating what may happen next will assist children when difficult situations arise and to intervene where there is potential danger to children.
- Children with early signs of illness or atypical behaviours should be monitored closely, this is extremely important when supervising children who known medical conditions.
- Keep children's developmental records up to date so that as a educators you are aware of a child's capabilities and the appropriate level of challenge can be made to the playground to enhance their development.

### *Transitioning groups of children*

- Supervision during transitions is vitally important and often complex, there may be many things needy to be ready and **organisation** is the key. Educators need to reflect:
  - When and where are children transitioned throughout the day?
  - What can organize early so children are not left waiting?
  - Are there potential risks when transitioning children? How can the service develop risk management strategies to eliminate or reduce the potential risks? For example, transitioning children from the parked car or bus to the service's entrance.

### *Promoting play and learning experiences*

- Effective supervision includes educators participating with children in planned experiences, busy and active children carefully supervised will not only benefit life time learning but also minimise the risk of harm and injury. Services should consider the following reflective questions:
  - What types of experiences require educators to be constantly supervising? How do play and learning plans indicate this requirement to educators? Do the plans indicate who is responsible for supervision?

- How does the service support active supervision and ensure that experiences meet the service's health and safety practices?

#### *Limit setting with school age children*

- School children and also preschool children can be actively involved in establishing safe limits of play. When children are offered opportunities to develop their own limits, they understand the reason for limits and acknowledge the consequences when limits are not adhered to. This supports supervision because it allows educators to give reasons to children that explain why supervision is important.
- School age children can range from five to twelve years of age, which reflects various levels of play behaviour. Educators should assess each play scenario in accordance with children's development and adapt supervision strategies to meet individual needs. For example, younger children require more active supervision throughout the care period than older children do.
- Educators need be reflective that older children require, at times, privacy and the space to be independent. Educators should develop supervision strategies that monitor these areas and allow older children to self-manage their play and limit setting.

#### *Nappy changes and toileting children in the service's bathroom*

- Educators should never leave a child on a change table under any circumstances having everything organised on the surrounding bench / shelf will prevent this from happening. Please refer to nappy changing procedure in the Hygiene Policy.

#### *Excursions and transportation*

- When planning excursions the service will comply with the ratios set by the Office of Early Childhood Education and Care, extra diligence is required whilst children are out of the service. Careful advanced planning of destinations, supervision, toilets, meals will help identify potential risks and hazards. Should additional carers or parents be required they will be fully briefed before leaving the service of the supervision and safety requirements. Specific groups of children will be allocated to each adult for the duration of the excursion. Children will be closely monitored by regular head counts and rolls calls, adults will remain in close proximity to children throughout the excursion. The service may consider the following:
  - Who will be responsible for maintaining supervision ratios on an excursion?
  - How will educators ensure active supervision throughout the entire excursion, which includes supervision strategies when leaving and returning to the service?
  - Is there an action plan when an incident occurs on an excursion, affecting the adult/child ratios? For example, a child requires medical attention and an ambulance is telephoned. Which educators accompanies the child? How does the service maintain adequate supervision ratios?
- Excursions that include swimming or water play will have a higher child / educator ratio.
- No child is to be left in a bus unattended children are expected to remain in their seats until the vehicle has come to a complete stop.

### **Communication with different stakeholders**

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#### **Children**

- Children should be encouraged to share their ideas for staying safe with educators and their peers. Documentation of these ideas are to be recorded. Photographs are a wonderful way of showing children where to play and how to follow the rules of safe play.

#### **Families**

- Families can be involved in service policy including that of supervision in a variety of ways. Conversations at the beginning and end of each day, regular committee meetings and orientation are the most effective ways to communicate the supervision requirements to parents. Families will be kept up to date with issues of supervision via;
  - Service newsletters
  - Signs and posters

- Whiteboards
- Parent Committee meetings
- Parent library

### **Educators**

- Within two days of initial employment educators will be given a full copy of the service's supervision policy, and will be shown the service's supervision areas and plan.
- Open and supportive communication between educators will allow for reminders on the services practices and seek support and advice when supervising children.
- Should an issue arise regarding supervision please consult with your Director about the best way to handle the issue, the service's communication policy will also assist educators with strategies used to for communicating effectively.

### **Management/Coordination unit educators**

Feng Holdings management will communicate with educators regarding supervision through:

- Service visits
- Newsletters
- Educators training
- Educators work plans and appraisals
- Formal educators communication tracking sheets

### **Community**

- The service will establish relationships with the Office of Early Childhood, Childcare Queensland, The National Accreditation Council and Kids Safe Queensland to provides educators and parents with current information on supervisory practices. This will be available in the parent library and newsletters as deemed necessary.

### **Policy review**

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- The service will review the Supervision Policy and procedures, and related documents, every eighteen months.
- Families are encouraged to collaborate with the service to review the policy and procedures.
- Educators are essential stakeholders in the policy review process and will be encouraged to be actively involved.

### **Procedures**

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**The following are examples of procedures that a service may employ as part of its practices.**

Examples:

- Employee induction procedure.
- Policy development and review procedure.

### **Links to other policies**

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The following are a list of examples:

- Behaviour guidance
- Child protection
- Dangerous products
- Emergency
- Employment of child care professionals
- First aid
- Food safety
- Healthy eating
- Hygiene and infection control
- Illness
- Maintenance of buildings and equipment
- Medication

- Rest and sleep
- Sun protection
- Supporting children's individual needs
- The role of carers' families in family day care

### **Sources and further reading**

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