

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

Educators have a duty of care to ensure children are supervised at all times, as they maintain a safe and secure environment adhering to National Regulations. Supervision, together with thoughtful design and arrangement of children’s environments, assists in the prevention and severity of injury to children.

Educators will actively supervise children, identifying risks and minimising injury. Effective supervision of children provides with Educators with the opportunity to support and build on children’s play experiences.

The centre aims to provide an environment that is safe and meets all the guidelines for WHS practices, Accreditation and licensing guidelines. Educator diligently implements WHS policies to ensure their own, the children and other parties’ health and wellbeing. Educators have a duty of care to ensure children are adequately supervised, maintaining a safe and secure environment at all times.

Management will ensure:

- That the premises and facilities are designed and maintained to facilitate supervision of children at all times while maintaining the rights and dignity of all children.
- That the age and supervision requirements for Educators are maintained at all times.
- Regulatory Authorities are notified of any serious incident, within 24hours of the incident or the time that the person becomes aware of the incident.
- Minimum Educator qualification requirements are recognised under the National Quality Framework.
- The Centre maintains the required educator-to-child ratio working directly with children at all times, based on the ages and number of children being educated and cared for at the centre.

Age Group	Educator to Child Ratio
For children from Birth to 24 months of age	1:4
For children aged 24 months and less than 36 months of age	1:4
For children aged 36 months of age or over	1:11

The above table contains educator to child ratio requirements for Centre based services in VIC

- For ratio requirements in all states see the Information Sheet provided by ACECQA - <http://www.acecqa.gov.au/Improved-educator-to-child-ratios>

A Nominated Supervisor will:

- Ensure that all Educators are aware of the children and their environment.
- Ensure Educators avoid activities or actions that will distract them from supervision, such as speaking to other Educators for long periods of time, taking personal phone calls, checking mobile phone or administrative tasks.
- Ensure Educators are aware if they need to move away, another Educator is to replace them.
- Educators are positioned allowing them to watch the maximum area possible.
- Ensure Educators move around the environment to ensure best view of the area and to avoid standing with their back to the children or talking with other Educators.
- Develop and maintain rosters that ensure continuity of care and adequate supervision at all times when children are being cared for and educated in the centre and on excursions.



- Develop, maintain and regularly review a supervision plan and strategies for both the indoor and outdoor areas, which will support Educators to position themselves effectively to allow them to observe the maximum area possible.
- Assess and plan ongoing supervision taking into consideration the layout of the premises and grounds, any higher risk activities, the presence of any animals, the location of activities and the location of bathroom and nappy change facilities. The supervision plan and strategies will be displayed for families in all rooms and in the outdoor area.
- It is best practice that no staff member is left alone with a child to support child protection.
- Ensure that a Risk Assessment & Management Plan is carried out before an authorisation is requested for an excursion. The risk assessment will consider and identify the number of adults required to ensure continuous adequate supervision throughout the excursion.
- Ensure that parents are notified as soon as practicable if their child is involved in a serious incident/situation at the Service. Also, details of the incident/situation is recorded on the Incident, Injury, Trauma and Illness Record
- Ensure that if the incident, situation or event presents imminent or severe risk to the health, safety and wellbeing of the child or if an ambulance was called in response (not as a precaution) the regulatory authority will be notified within 24 hours.

Educators will:

- Have a sound understanding of their duty of care and responsibilities in ensuring children are within a safe environment.
- Inform new and relief educators about supervision arrangements, outlining their supervision responsibilities.
- Regularly evaluate the efficiency of the supervision plan.
- Certify that at least two educators are within vision when working with children and when supporting children with toileting/hygiene routines.
- Arrange the education and care environment to maximise the ability of educators to supervise all areas accessible to children. Precise emphasis will be on gates, the fence line and doors during arrival and departure times.
- Communicate with each other about their location within the environment.
- Maintain correct ratios adhering to the National Education Regulations throughout the education and care environment.
- Ensure that all children are in sight or hearing of educators at all times.
- That no child will be left alone while eating or at nappy change and toileting times.
- Supervise children during rest time in accordance with the Sleep and Rest Time Policy.
- Ensure that hazardous equipment and chemicals are inaccessible to children.
- Certify that interactions with children are meaningful and respectful.
- Encourage children's individuality whilst respecting their strengths and needs.
- Scan the environment during interacting with individuals or small groups.
- Implement reliable supervision strategies and not perform other duties while responsible for the supervision of children.
- Listen closely to children whilst supervising areas that may not be in a direct line of sight.
- Scan and look around the area to observe all the children in the vicinity.
- There is a mixture of activities to allow for appropriate supervision.

Consideration will be given to the design and arrangement of children's environments to support active supervision by:

- Using supervision skills to recognise areas of risk therefore reducing the potential for 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 with specific strategies
- Providing consistent supervision strategies when the centre requires relief Educators



- 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 increased.

Supervision Procedure

Centre's can identify high-risk experiences and develop strategies, depending on the age and development of children, where the constant supervision of children is required or where children may only require supervision from a distance. They will do this by:

1. Practicing awareness - a skill that requires a knowledge of children, including knowing each child's range of skills, interests, ability to interact with others and developmental stage. Knowledge of children helps Educators to monitor and enhance skills that promote children's positive behaviour.
2. Planned positioning - a skill that requires being able to see all of the children. Educators position themselves to be aware of the entire environment and to see as many children as possible. All children are monitored by sight or sound at all times.
3. Being alert to the surrounding environment - a skill that involves regularly glancing and listening within the environment to see children's involvement and what is happening.
4. Use redirection - a skill used as an aid in preventing undesirable and unsafe behaviour. Children are redirected to other areas/activities when undesirable behaviour is Immanent or occurs. This technique helps ensure the safety of all children. For this to be effective, Educators need to be knowledgeable of the children in their care and any behaviour plans that are current.
5. Provide close supervision for all children in areas that are near equipment where injury may occur, requires the use of the above methods and being in close proximity to the children. Children waiting to be picked up due to illness or injury are kept safe, comfortable, and under close supervision.
6. Educators are aware of the different ages, personalities, behaviours and characteristics of the children in their care to ensure that supervision is relevant and effective.
7. Implement consistent supervision strategies and not perform other duties while responsible for the supervision of children.
8. Being aware of the importance of communicating with each other about their location within the environment.
9. Actively supervising bathroom facilities
10. Being aware of blind spots within the indoor and outdoor environment
11. Minimise hazards within the environment to ensure children's safety is maintained

Source: Education and Care Services National Regulations 2011, National Quality Standard

Date Implemented: 16/04/2012

Review Completed: 24/04/2019

Schedule for Review: 24/04/2020

National Quality Standard – NQS		
Quality Area 2: Children's Health and Safety		
2.2	Safety	Each child is protected
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
Quality Area 3: Physical Environment		
3.1.1	Fit for Purpose	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
Quality Area 4: Staffing Arrangements		
4.1	Staffing Arrangements	Staffing arrangements enhance children's learning and development.
4.1.1	Organisation of Educators	The organisation of educators across the service supports children's learning and development.



4.1.2	Continuity of Staff	Every effort is made for children to experience continuity of educators at the service.
Education and Care Service National Regulations		
101	Conduct of risk assessment for excursions	
115	Premises designed to facilitate supervision	
120	Educators who are under 18 to be supervised	
121	Application of Division 3	
122	Educators must be working directly with children to be included in ratios	
123	Educator to child ratios-Centre based services	
126	Centre based services-general educator qualifications	
166	Children not to be alone with visitors	
168	Education and care service must have policies and procedures	
176	Time to notify certain circumstances to Regulatory Authorities	
264	General qualifications for educators – Centre based	

