

Quality Area 2: Children's Health and Safety

Physical Activity and Small Screen Recreation



Introduction

Physical activity is vital for young children's health, wellbeing and development and lays the foundation for a healthy active life. All young children benefit from a mix of physical activity, inactivity and sleep. Kootingal & District Preschool recognises the important role educators and staff have in promoting children's physical activity in appropriate ways ensuring children's comfort and wellbeing requirements are being met. We are committed to supporting the Australian 24-Hour Movement Guidelines for the Early Years (birth to 5 years): An Integration of Physical Activity, Sedentary Behaviour into our curriculum.

Kootingal & District Preschool recognises the following important functions of physical activity for young children:

- Promotes healthy growth and development
- Builds strong bones and muscles
- Improves cardiovascular fitness
- Improves balance, coordination, posture and strength
- Maintains and develops flexibility
- Assists with the development of gross motor and fine motor skills
- Provides the opportunity to develop fundamental movement skills
- Helps to establish connections between different parts of the brain
- Improves concentration and thinking skills
- Improves confidence and self-esteem
- Relieves stress and promotes relaxation
- Provides opportunities to develop social skills and make friends
- Helps to achieve and maintain a healthy weight

Goals – What are we going to do?

Our service aims to promote children's physical activity and development of their gross and fine motor skills through a range of spontaneous and intentionally planned active play experiences that are both child initiated and educator led. We aim to form respectful partnerships with families and help them gain a deeper understanding of the benefits of physical activity and wellbeing for children.

This policy seeks to promote children's physical activity and the development of their gross motor and fundamental movement skills through a range of planned and spontaneous physically active play experiences, as well as through everyday physical tasks.

Kootingal and District Preschool recognises the importance of supporting families to promote their children's physical activity, and their gross motor and fundamental movement skills development, and to limit their children's small screen recreation and sedentary behaviour.

Strategies – To achieve our goals

To promote healthy growth and development, young children should participate in a range of developmentally appropriate, enjoyable and safe play-based and structured physical activities in a variety of environments, both independently as well as interacting with adults and other children. Developing fundamental and tactical

movement skills provides children with the opportunity to acquire and master a range of movement skills and dispositions to participate in a lifetime of physical activity as confident, competent and creative movers.

Our service will ensure key physical activity messages within the Munch & Move (NSW) program are embedded in the daily program supporting the Australian 24-Hour Movement Guidelines for the Early Years (birth to 5 years): An Integration of Physical Activity, Sedentary Behaviour, and Sleep.

- Toddlers (1 to 3 years of age) and preschoolers (3 to 5 years of age) should be physically active every day for at least three hours, spread throughout the day.
- Infants, toddlers and preschoolers should not be sedentary, restrained, or kept inactive, for more than one hour at a time, with the exception of sleeping.
- For children 2 to 5 years of age, sitting and watching television and the use of other electronic media (DVDs, computer and other electronic games) should be limited to less than one hour per day.

Promote children's participation in a range of safe physically active learning experiences.

- Provide the opportunity for children to be active every day through a balance of planned and spontaneous physically active experiences (including everyday physical tasks), in the indoor and outdoor environments.
- Plan daily intentional Fundamental Movement Skills (FMS) experiences to support children's physical activity and their FMS development. This includes the planning of FMS experiences for older toddlers and preschoolers that consists of a warm-up, FMS game and a cool-down.
- Foster the development of a range of FMS - including running, galloping, hopping, jumping, leaping, side-sliding, throwing, catching, striking, kicking, underarm rolling and stationary dribbling.
- Ensure physically active experiences are play based, varied, creative, developmentally appropriate and cater to a range of abilities and interests.
- Ensure all physically active experiences are safe by providing an appropriate environment - ensuring all equipment is developmentally appropriate and well maintained and supervision is constant.
- Encourage children's participation in physical activity of varying intensity (eg. lighter through to vigorous activity).
- Provide space, time and resources for children to revisit and practice FMS and engage in active play.
- Where possible, educators will involve children in the planning of physically active experiences.
- Encourage educators to actively role model to children appropriate physical activity behaviours.
- Encourage children and educators to drink water before, during and after physically active experiences.
- Provide opportunities for educators to undertake regular professional development to maintain and enhance their knowledge about early childhood physical activity.

Provide a positive physically active environment which reflects cultural and family values.

- Positively encourage children to participate in a range of active play and physically active experiences.
- Provide children with encouragement and positive reinforcement.
- Provide positive instruction and constructive feedback to children to assist them in developing and refining their FMS.
- Offer inclusive physical activity opportunities which cater for children from culturally and linguistically diverse backgrounds and those children with additional needs.
- Adopt a participatory approach to physically active experiences offered to children and emphasise fun and participation rather than competition.

- Invite and engage families and the wider community to participate in promoting physical activity with the children.
- Encourage children to be understanding and accepting of the different physical skills and abilities of other children.

Promote lifelong enjoyment of physical activity.

- Offer a range of physically active learning experiences.
- Encourage children to be as active as possible during daily active play times.
- Encourage all children to participate in physically active experiences to the best of their ability.
- Provide opportunities for children to engage in discovery learning about the importance of being physically active and reducing small screen time as part of their learning experiences.
- Assist children to develop daily habits, understandings and skills that support health and wellbeing.

Limit time children spend engaging in small screen recreation (television, DVDs, computer and other electronic games) and sedentary behaviour whilst at the service.

- Limit the amount of time spent in small screen recreation.
- Endeavour to limit experiences involving small screen use to those which have an educational component – including movement.
- Discuss with children the role of small screen time in their lives and support them in making healthy choices about their use of small screen recreation for both education and recreation.
- Encourage educators to model appropriate small screen behaviours to the children.
- In accordance with the national recommendations, monitor all sedentary behaviours that children may be engaging in at the service and encourage the promotion of physical activity as necessary.
- Ensure that an appropriate balance between inactive and active time is maintained each day.
- Ensure that screen time is not used as a reward

Encourage communication with families about physical activity, gross motor skills development, fundamental movement skills development and limiting small screen recreation and sedentary behaviour.

- Provide a copy of the *Physical Activity and Small Screen Recreation* policy to all families during orientation to the service. Families will be provided with opportunities to contribute to the review and development of the policy.
- Request that any details of children's additional needs in relation to physical activity participation be provided to the service.
- Encourage families to share with the service links between cultural backgrounds and physical activity.
- Communicate regularly with families and provide information, support and advice on physical activity, gross motor skills development, FMS development, everyday physical tasks, active transport and limiting small screen recreation and sedentary behaviour. This information may be provided to families in a variety of ways including factsheets, newsletters, noticeboards, during orientation, information sessions and informal discussion.

Roles and Responsibilities

| Role | Authority/Responsibility For |
|--------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Approved Provider/ Nominated Supervisor | <ul style="list-style-type: none"> ➤ Ensure educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy ➤ Ensure families are aware of this Physical Activity Policy ➤ Ensure risk assessments are conducted to identify potential hazards, assess the risks and minimise any risks that could potentially cause harm or injury to children ➤ Ensure children are adequately supervised at all times ➤ Ensure all educators and staff adhere to the Sun Safety Policy and playground surfaces and equipment meet Australian Standards and guidelines ➤ Engage in critical reflection as a team and with the children about the risks and benefits of new activities or processes ➤ Provide opportunities for educators to engage in professional development about children’s health and physical wellbeing, including the Australian 24-Hour Movement Guidelines and Munch & Move training ➤ Reflect on our Service’s physical environment, layout and design to ensure it is supporting children’s active play, sedentary play and sleep and rest time ➤ Consider the ways moveable and fixed equipment are utilised in the outdoor physical environment to encourage physical activity and adventurous (risky) play ➤ Communicate regularly with families about cultural practices for physical activity and sleep requirements ➤ Liaise with local Aboriginal and Torres Strait Islander communities to seek advice about traditional children’s games and dances that would be appropriate for use in the service ➤ Ensure equitable access is provided to support children with additional needs. Consult with other health professional including the local Inclusion Support Agency to support children’s physical development ➤ Promote physical activity and reduced screen time (e.g., watching TV, playing on computers or small hand-held games devices) with families through fact sheets and newsletter articles. |
| Educators | <ul style="list-style-type: none"> ➤ • provide opportunities in the daily program for children to be active every day through a balance of planned and spontaneous active play experiences that are both educator led and child initiated (including everyday physical tasks), in the indoor and outdoor environments ➤ • adhere to our Sun Safety Policy and ensure children have access to water before, during and after any physical activity experience ➤ • include children’s voices in the development of the physical environment to provide opportunities for physical activity, risky play and creativity ➤ • collaborate with families and other professionals to provide active play experiences for all children inclusive of children with additional needs |

| | |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none"> ➤ Encourage children to be accepting and understanding of the different abilities of other children ➤ Encourage children to engage in physical activity and challenge themselves ➤ Seek to promote children’s physical activity by supporting the development of their gross motor skills and fostering the emergence of their fundamental movement skills (FMS) through a range of intentionally planned and spontaneous active play learning experiences ➤ Provide positive instruction, role modelling, and advice to children as they develop and improve their FMS ➤ Encourage children to try a range of activities including obstacle courses, balancing, kicking, dancing and skipping, jumping, rolling, catching and throwing ➤ Actively role model appropriate physical activity behaviours to children ➤ Ensure active play experiences are play based, varied and creative ➤ Ensure all equipment is developmentally appropriate and well maintained ➤ Ensure that an appropriate balance between inactive and active time is maintained each day ➤ Encourage productive sedentary experiences for rest and relaxation- reading, storytelling, puzzles, singing ➤ Limit experiences involving screen use to those which have an educational component or include movement and gross motor activity ➤ Discuss with children the role of screen time in their lives and support them in making appropriate choices about their use of screen time for both education and recreation ➤ Model appropriate screen behaviours and self-regulation to children ➤ Ensure that under no circumstances screen-time is used as a reward or to manage challenging behaviours ➤ Adhere to the recommended timeframes for ‘screen time’ according to Australia's Physical Activity and Sedentary Behaviour Guidelines ➤ Ensure documentation showcases physical activity experiences and opportunities with families ➤ Participate in professional development to support children’s physical health and wellbeing. |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Evaluation, Review and Monitoring

Management and staff will monitor and review the effectiveness of the Physical activity and Small screen recreation Policy regularly. Updated information will be incorporated as needed.

This policy will be monitored to ensure compliance with legislative requirements and unless deemed necessary through the identification of practice gaps, the service will review this policy every 12 months.

Families and staff are essential stakeholders in the policy review process and will be given opportunity and encouragement to be actively involved.

In accordance with Regulation 172 of the Education and Care Services National Regulations, the service will ensure that families of children enrolled at the service are notified at least 14 days before making any change to a policy or procedure that may have significant impact on the provision of education and care to any child

enrolled at the service; a family’s ability to utilise the service; the fees charged or the way in which fees are collected.

Links to other policies:

Additional Needs

Parent/Guardian Code of Conduct

Code of Conduct for Staff Members

Incident, Injury, Trauma and Illness

Privacy and Confidentiality

Sun Protection

Nutrition

Risk Management

Related Legislation:

NQS

| | | |
|-----------------------|-------|-----------------------------------------|
| Quality Area 1 | | Educational program and practice |
| <i>Standard</i> | 1.1 | <i>Program</i> |
| <i>Standard</i> | 1.2 | <i>Practice</i> |
| Element | 1.2.1 | Intentional teaching |
| Element | 1.2.3 | Child directed learning |
| Quality Area 2 | | Children’s health and safety |
| <i>Standard</i> | 2.2 | <i>Safety</i> |
| Element | 2.2.1 | Supervision |
| Element | 2.2.3 | Child protection |
| Quality Area 3 | | Physical environment |
| Element | 3.1.2 | Upkeep |
| <i>Standard</i> | 3.2 | <i>Use</i> |
| Element | 3.2.1 | Inclusive environment |
| Element | 3.2.2 | Resources support play-based learning |

National Regulations

| | | |
|-----|-----|------------------------------------------------------------------------|
| Reg | 73 | Educational program |
| Reg | 76 | Information about education program to be given to parents |
| Reg | 86 | Notification to parents of incident, injury, trauma and illness |
| Reg | 103 | Premises, furniture and equipment to be safe, clean and in good repair |
| Reg | 107 | Space requirements--indoor space |
| Reg | 108 | Space requirements--outdoor space |
| Reg | 113 | Outdoor space-natural environment |
| Reg | 115 | Premises designed to facilitate supervision |
| Reg | 155 | Interactions with children |
| Reg | 156 | Relationships in groups |
| Reg | 168 | Education and care service must have policies and procedures |

Sources:

- National Physical Activity Recommendations for Children 0-5years, Department of Health and Ageing, 2010
- Get Up and Grow. Healthy Eating and Physical Activity for Early Childhood. Australian Government, 2009
- Australian Children's Education & Care Quality Authority. (2023). Guide to the National Quality Framework.
- Australian Government Department of Health. (2014). Australia's Physical Activity and Sedentary Behaviour Guidelines
- Australian Government. Department of Health and Aged Care. Australian 24-Hour Movement Guidelines for the Early Years (birth to 5 years): An Integration of Physical Activity, Sedentary Behaviour and Sleep
- Australian Government Department of Health. Get Up & Grow- Healthy eating and physical activity for early childhood.
- Early Childhood Australia Statement on young children and digital technologies. (2018).
- Education and Care Services National Law Act 2010. (Amended 2023).
- Education and Care Services National Regulations. (Amended 2023).
- Fair Work Act 2009 (Cth).
- NSW Government Health. (2017) Munch & Move Program - <https://www.healthykids.nsw.gov.au/downloads/file/campaignsprogramms/MMManualPart3-Move.pdf>
- NSW Government Health. Good for kids good for life

Developed: 2016

Reviewed: May 17, Aug 18, Mar 22, May 23, Jun 24, Oct 25