



## Supervision

### Introduction

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Children must be adequately supervised at all times that they are being educated and cared for both at the service and on excursions. Supervision can prevent and reduce accidents through early detection of potential hazards and an awareness of the children, and their activities. The Education and Care service must prioritise regular assessment of their supervision practices in order to increase educator’s awareness of their duty of care and to continuously improve supervision procedures.

Supervision is an integral part of the whole care and education experience. “At its most basic level, supervision helps to protect children from hazards or harm that may arise in their daily experiences in play, interactions with others, and daily routines.” (Victoria Department of Education and Training, 2010, p.1). Effective supervision allows educators to actively engage in play and learning opportunities that are meaningful to children and support their wellbeing, development and learning.

“Children need safe and secure environments to thrive in their life and learning. Effective supervision is integral to creating environments that are safe and responsive to the needs of all children. It also helps to protect children from hazards or harm that may arise from their play and daily routines. Effective supervision also allows educators to engage in meaningful interactions with children.” (ACECQA, 2025).

### Goals – What are we going to do?

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Kootingal and District Preschool maintains a safe and secure environment where children are free to explore and learn more about their world. The Approved Provider and educators are familiar with regulatory requirements and standards regarding supervision. Kootingal and District Preschool encourages educators to evaluate their supervisory practices and implement plans that increase their awareness of the layout, risk management and supervisory choices within the Education and Care environment.

Educators have a duty of care to ensure children are actively supervised at all times, maintaining safe and secure environments whilst adhering to Education and Care Services National Law and 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 taking all necessary steps to prevent or minimise injury. Effective supervision of children also provides educators with the opportunity to support and build on children’s play experiences. Our service will ensure no child or children are left alone with a visitor, student or volunteer.

We believe that children’s safety, rights, and best interests are the paramount consideration for all Service operations, decisions and functions. Our Service ensures that child safety, wellbeing and best interests take priority over all other considerations, including financial interests or other obligations of management, and are embedded in our daily practices, policies and procedures.

## Strategies – To achieve our goals

Adequate supervision in a centre-based service requires careful consideration depending on the different ages of children and varying abilities. Generally, the younger the child the more they will need adults close by to support and provide assistance. Supervision of infants and toddlers who are sleeping need careful consideration to ensure educators can see and hear children. (See: *Safe Sleep, Rest and Relaxation* policy).

Supervision of preschool age children may involve simultaneous use of indoor and outdoor environments and require effective supervision of children in both environments.

### Roles and Responsibilities

Role	Authority/Responsibility For
Approved Provider/ Nominated Supervisor	<ul style="list-style-type: none"> <li>➤ Ensure obligations under the Education and Care Services National Law and National Regulations are met</li> <li>➤ Ensure educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy and associated procedure</li> <li>➤ Ensure all new employees, students and volunteers are provided with a copy of this policy as part of their induction process</li> <li>➤ Notify the regulatory authority of any serious incident or complaints alleging the safety, health or wellbeing of children has been compromised within 24 hours of the incident or the time that the person becomes aware of the incident or complaint. This includes if an ambulance was called in response (not as a precaution) to the incident, situation or event</li> <li>➤ Notify parents as soon as practicable but within 24 hours if their child is involved in a serious incident/situation at the service. Details of the incident/situation are to be recorded on the Incident, Injury, Trauma and Illness Record</li> <li>➤ Ensure educators under eighteen years of age (18) are adequately supervised by a qualified educator over the age of 18 at all times and are not left alone with children at any time</li> <li>➤ Ensure students, volunteers and/or visitors are never left alone with a child whilst at the service under any circumstance</li> <li>➤ Ensure that all educators are aware of where all children are at all times and monitor their environment closely</li> <li>➤ Ensure educators are able to respond to any situation immediately, particular when a child is distressed or in a hazardous situation</li> <li>➤ 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 service including: <ul style="list-style-type: none"> <li>- when children are participating in excursions and when transportation is provided as part of our education and care service (See: <i>Transportation of Children</i> policy)</li> </ul> </li> <li>➤ Conduct risk assessments 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</li> </ul>

	<p>facilities. The supervision plan and strategies will be displayed for families in all rooms and in the outdoor area</p> <ul style="list-style-type: none"> <li>➤ Develop, maintain and regularly review supervision 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</li> <li>➤ Ensure educators employ 'active supervision' strategies at all times</li> <li>➤ 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 or administrative tasks</li> <li>➤ Ensure educators are positioned to allow them to observe the maximum area possible</li> <li>➤ Ensure educators move around the environment to provide maximum vision of the area and avoid standing with their back to children or talking with other educators</li> <li>➤ Adopt accepted best practice; ensuring no staff member is left alone with a child to support child protection protocols</li> <li>➤ In the event of a child missing or unaccounted for, the Missing Child Procedure is followed, including notification to the regulatory authority within 24 hours of a serious incident. See <i>Incident, Injury, Trauma &amp; Illness</i> policy</li> <li>➤ Ensure that a Risk Assessment and 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</li> <li>➤ Ensure risk assessments are conducted to determine how children are supervised while being transported and whether additional adults are required during transportation</li> <li>➤ Minimum educator qualification requirements including how many educators are to be early childhood teachers, are recognised and adhered to according to legislative requirements</li> <li>➤ Ensure the educator to child ratios are maintained at all times, no matter what activity the children or educators at the Service are undertaking</li> <li>➤ Maintain a record of all educators working directly with children, including each educator's name, working hours, room assignment, times they are engaged with children, and their Working with Children Check (WWCC) number</li> </ul>
Early Childhood Educators	<ul style="list-style-type: none"> <li>➤ Monitor and maintain staff to child ratios to ensure adequate supervision of children</li> <li>➤ Have a sound understanding of their duty of care and responsibilities in ensuring children are within a child safe environment at all times</li> <li>➤ Communicate and collaborate with others to ensure the effective supervision of children within the Service</li> <li>➤ Only use electronic devices supplied/issued and registered by the Service to capture, store or transmit images or video of children in accordance with legislation requirements</li> <li>➤ Respond immediately to children, especially if they are distressed or in a hazardous situation</li> <li>➤ Alert other colleagues if they need to leave an area for a particular reason to ensure continuous supervision of children (e.g., to obtain resources, visit the bathroom)</li> </ul>

- Adhere to a supervision plan and strategies for both the indoor and outdoor environment, assisting colleagues to position themselves in order to effectively supervise children's play. The supervision plan will include the floor plan of the Service and include the location of activities, bathroom, and nappy change facilities
- Implement vigilant supervision strategies for hygiene requirements including:
  - regular handwashing
  - toileting
  - cough and sneeze routines- using disposable tissues and handwashing
- Inform new and relief educators about supervision arrangements, outlining their supervision responsibilities
- Regularly evaluate the efficiency of the supervision plan and make changes as required
- In the event of a child missing or unaccounted for, the Missing Child Procedure is followed. (See *Incident, Injury, Trauma & Illness* policy)
- Ensure any educator under the age of 18 years old is never left alone with children
- Ensure students, volunteers and/or visitors are never left alone with children
- Ensure that at least one other educator is within sight 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.
- Emphasis for supervision will be on gates, the fence line and doors during arrival and departure times
- Communicate with each other about their location within the environment and any relevant information about supervising individual children to ensure their needs are met
- Maintain correct ratios adhering to the Education and Care Services National Regulations throughout the education and care environment
- Providing flexible rostering of supervision depending on the age of children and needs of individual children
- Promote children's agency by making decisions about supervision that allows children to engage in independent exploration and appropriate risk taking
- Actively engage with children to support their learning whilst actively supervising and observing children
- Ensure that all children are in sight or hearing of educators at all times
- Ensure that no child is left alone while eating or at nappy change and toileting times
- Adequately supervise children during rest time in accordance with the *Safe Sleep, Rest and Relaxation* policy and relevant legislative requirements
- Provide effective and adequate supervision is provided when children are transported in a vehicle at all times (see *Transportation of Children* policy)
- Employ a variety of methods to account for all children including checking children's name on attendance records and conducting headcounts and recording the date and time of all checks
- Ensure that hazardous equipment and chemicals are inaccessible to children
- Scan the environment during interactions with individuals or small groups
- Implement correct supervision strategies and not perform other duties while responsible for the supervision of children

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|  | <ul style="list-style-type: none"><li>➤ Listen closely to children whilst supervising areas that may not be in a direct line of sight noticing changes in volume or tone of voice</li><li>➤ Plan for a mixture of activities to allow for appropriate supervision of groups of children.</li><li>➤</li></ul> |
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## Monitoring, Evaluation and Evaluation

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Interactions with children are respectful and meaningful and challenge each child's skills and awareness of the world. Risks are assessed and managed so that the environment can be safe, educative and stimulating. Children's activity, interactions and play are planned for and monitored by educators with consistent strategies to minimise potential dangers to children

Management and staff will monitor and review the effectiveness of the Supervision 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:

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Dealing with Medical Conditions

Administration of First Aid

Medication Administration

Interactions with Children

Nappy Change

Excursion/Preschool Programs and Events

Child Protection

Child Safe Code of Conduct

Emergency and Evacuation

Incident, Injury, Trauma and Illness

Water Safety

Safe Sleep, Rest and Relaxation

Toileting & Nappy Change

Social Media

Delivery and Collection of Children

## Related Legislation:

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### NQS

<b>Quality Area 2</b>		<b>Children's health and safety</b>
<i>Standard</i>	2.2	<i>Safety</i>
<i>Element</i>	2.2.1	Supervision
<i>Element</i>	2.2.2	Incident and emergency management
<b>Quality Area 3</b>		<b>Physical environment</b>
<i>Standard</i>	3.1	<i>Design</i>
<i>Element</i>	3.1.1	Fit for purpose
<b>Quality Area 4</b>		<b>Staffing arrangements</b>
<i>Standard</i>	4.1	<i>Staffing arrangements</i>
<i>Element</i>	4.1.1	Organisation of educators
<b>Quality Area 5</b>		<b>Relationships with children</b>
<i>Standard</i>	5.2	<i>Relationships between children</i>

### National Law

Section	165	Offence to inadequately supervise children
Section	167	Offence relating to protection of children from harm and hazards
Section	174	Offence to fail to notify certain information to Regulatory Authority

### National Regulations

Reg	87	Incident, injury, trauma and illness record
Reg	100	Risk assessment must be conducted before excursion
Reg	101	Conduct of risk assessment for transporting children by the education and care service
Reg	102C (2)(g)	Supervision during transport
Reg	102E	Children embarking a means of transport- centre based services
Reg	102F	Children disembarking a means of transport- centre based services
Reg	115	Premises designed to facilitate supervision
Reg	120	Educators who are under 18 to be supervised
Reg	121	Application of Division 3
Reg	122	Educators must be working directly with children to be included in ratios
Reg	123	Educator to child rations-centre based services
Reg	126	Centre based services-general educator qualifications
Reg	132	Requirements for early childhood teacher- centre based services 25-59 children
Reg	166	Children not to be alone with visitors
Reg	168	Education and care service must have policies and procedures
Reg	176	Time to notify certain circumstances to Regulatory Authorities
Reg	264	General qualifications for educators - centre based

### Sources:

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- Children (Education and Care Services National Law Application) Act 2010
- Education and Care Services National Regulations
- Guide to the National Quality Standard (3)ACECQA (2011)

- Building Code of Australia re: building requirements for new buildings/visibility of children’s bathrooms
- Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2011
- ECA Code of Ethics (2006) Early Childhood Australia - [www.eca.com.au](http://www.eca.com.au)
- Health and Safety in Children’s Centres: Model Policies and Practices (2nd ed.)  
[www.community.nsw.gov.au/docswr/assets/main/documents/childcare\\_model\\_policies.pdf](http://www.community.nsw.gov.au/docswr/assets/main/documents/childcare_model_policies.pdf)

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