

Intereach Family Day Care Supervision Procedure



Applies to	Intereach Family Day Care (FDC)			
Policy	NQS Two: Children's Health and Safety Policy			
Version	1.0	Date approved	27/10/2025	Next review date 27/10/2028

Objective

Objective To ensure the safety, wellbeing, and developmental needs of all children are consistently met through effective, proactive, and responsive supervision practices. This procedure aims to:

- Promote a safe and secure environment where children are protected from harm and hazards.
- Support educators in maintaining constant, active, and age-appropriate supervision.
- Ensure supervision strategies are tailored to the individual needs, abilities, and interests of children.
- Facilitate compliance with the National Quality Framework (NQF), including the Education and Care Services National Regulations and the National Quality Standard (NQS).
- Encourage reflective practice and continuous improvement in supervision techniques.
- Provide clear guidance for educators on roles, responsibilities, and expectations regarding supervision.

Background

Supervision is essential to ensuring children's safety, wellbeing, and engagement in Family Day Care. The Education and Care Services National Law and National Regulations require that all children being educated and cared for at an approved service are adequately supervised at all times and are protected from harm and hazards.

Definitions

For the purpose of this procedure, adequate supervision means:

- that an educator can respond immediately, particularly when a child is distressed or in a hazardous situation; and,
- knowing where children are at all times and monitoring their activities actively and diligently.

Responsibilities

Nominated Supervisor / Coordination Unit

- Ensure educators and staff are aware of and comply with relevant Laws, Regulations, , policies and procedure in relation to supervision of children.
- Ensure educators receive appropriate training in adequate and active supervision practices
- Ensure that the prescribed educator-to-child ratios are always met.
- Ensure that educators have required qualifications;
- Monitor and assess supervision practices during monitoring, support and supervision visits to educators
- Review and approve risk assessments for high-risk experiences, regular outings, and excursions with a focus on supervision requirements.

Educators

- Be familiar with and adhere to the supervision procedure, as well as the relevant requirements under the Education and Care Services National Law and Regulations.
- Adequately supervise children at all times, ensuring their safety, wellbeing, and engagement.
- Remain within sight and/or hearing of children, adjusting supervision strategies based on age, ability, and activity.
- Conduct regular headcounts, particularly during transitions, outdoor play, excursions, and regular outings.
- Identify and manage risks in the environment, adapting supervision strategies to minimise hazards.
- Maintain required educator-to-child ratios at all times.
- Participate in training and professional development related to supervision practices.
- evaluate their supervisory practices regularly;
- have a current understanding of how to report their concerns about child protection issues (Refer to *Incident Management Policy, Notification of Serious Incidents Procedure*)

Parents / Guardians

- ensure that doors and gates, including outdoor gates, are closed after entry or exit
- be aware of the movement of other children near gates and doors when entering or exiting the service; and,
- supervise their own children and other children in their care - including siblings - before signing them into the service and after they have signed them out of the service.
- Support educators with their supervision responsibilities by asking to meet (lengthy conversations) outside work hours

Procedures

Set up the Environment

- Complete the Daily Safety Checklist with diligence and care.
- Arrange the environment to ensure maximum supervision and accessibility, while maintaining good flow around furniture, with opportunities for group and individual play
- Be aware of home safety requirements and ensure risk minimisation actions are embedded
- Be aware of where children are and how they will use equipment and spaces
- Position high-risk learning experiences and equipment in areas where they can be closely monitored.
- Regularly review risk assessments and risk minimisation plans to determine the level of supervision for specific situations

Supervisory Position of Educator

- Be conscious of facing most of the group and consider a 'back to wall' approach where educators can see the majority of children
- Supervision arrangements should be flexible to allow supervision of individual and small groups of children, such as sleeping children or indoor and outdoor experiences offered simultaneously
- Be conscious of position to avoid children being left alone with visitor or household member

- During nappy change or toileting children are adequately supervised whilst child's privacy is maintained.
- While undertaking a nappy change the child is never left alone on the change table and physical contact is maintained. In some cases, this may require the educator to position themselves so that they can safely change a child's nappy while maintaining adequate supervision of the other children.
- Children are not left unattended in a vehicle used to transport children during an excursion;

Scan and Count

- Effective supervision requires a combination of observation, scanning, counting and engagement
- Continually scan and observe the environment to know where all children are and what they are doing
- Scan and check the environment for hazards such as play equipment, sleeping/ resting children, children trying to enter out of bounds areas
- Conduct physical checks on sleeping children
- Conduct thorough 'look before you lock' visual checks for children whenever transitioning children from one learning area to another (e.g. between indoors and outdoors, vehicles and services/ venue) and before closing storage rooms and sheds.
- Make sure enrolment records are easily accessible and up to date with names of people authorised (or not authorised) to collect each child

Listen

- Identify signs of potential danger by paying attention to the sounds, or the absence of sounds in children play, for examples crying, silence, water, gasping etc.
- Listen carefully to children noting any changes of tone or volume in their voice to be aware of and respond appropriately to shifts in mood, comfort, or wellbeing

Anticipate behaviour

- Observe children's play and anticipate what might happen next to support children as challenges arise and intervene when there is potential danger
- Use information known about each child's knowledge, culture, ideas, abilities and interests to anticipate what they might do, including children with medical conditions
- Use data to understand when and where incidents are most likely to occur and anticipate behaviours and supervision needs

Engage and redirect

- Use existing knowledge of each child to plan learning experiences and routines that are engaging and child centred
- Take part in play and planned experiences to support engagement and minimise the risk of harm and injury
- Stay close by children who may need more support or children engaging in high-risk experiences, such as climbing equipment, water play, animal engagement
- Distractions, such as phone calls and administrative tasks, at times that may jeopardise supervision. Remain focused on supervision during high-risk routines, transitions and learning experiences.
- Plan for times of the day when children may need additional support

- Be alert and ready to redirect children to other play before a situation escalates
- Involve children in decisions and discussions regarding their safety and the safety of others. Promote children's independence and ability to self-regulate, discover and connect, while acting safely and responsibly
- Children are not left unattended in a vehicle used to transport children during an excursion;

Monitoring, evaluation, and review

This procedure will be reviewed every three years and incorporate feedback and suggestions from children, families, educators, coordinators, volunteers, and students or after a critical event

National Quality Framework

Element	Concept	Description
.2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest, and relaxation.
.2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service that is child safe.

Compliance and Reference

Legislation or other requirements	Education and Care Services National Regulations consolidated 2017 Education and Care Services National Law Act 2010
Standards or other external requirements/ references	Australian Children's Education and Care Quality Authority (2017), <i>National Quality Standards</i> Australian Children's Education and Care Quality Authority (2017), <i>Guide to the National Quality Framework</i> Active-Supervision-6-steps.pdf QA2-ActiveSupervisionEnsuringSafetyAndPromotingLearning_1.pdf Early Childhood Australia (2016), <i>Code of Ethics</i> Victorian Department of Education & Training, <i>Supervision Practice Note</i> (2012)
Internal Documentation	Excursion and Regular Outing Procedure; Incident Management Policy Transport Procedure Safe Arrival of Children Procedure Delivery and Collection of Children Procedure, Notification of Serious Incidents Procedure. Sleep and Rest Procedure Water Safety Procedure Excursion Risk Assessment Communication Plan Non-Regular Excursion Permission Form Regular Excursion Permission Form Risk Minimisation Plan Home Safety Audit – FDC

Document Control

Version	Date approved	Approved by	Next review date
1.0	15/04/2020	R. Phillips - Acting Senior Manager, Children and Family Services	15/04/2023
2.0	08/12/2022	R. Phillips – Acting General Manager, Operations	08/12/2025
1.0	27/10/2025	The Children's Services procedure separated to be a standalone procedure for OOSH and approved by: K. Hyde – General Manager, Operations	27/10/2028