



Supervision Policy

Policy Number: 32
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Rationale and Policy Considerations

The service understands it has a duty of care to ensure that children are provided with a safe, secure education and care environment that is effectively supervised. Educators have a duty of care to ensure that all areas accessible to children are safe, free from hazards, and adequately supervised by sufficient numbers of educators. The type of supervision required is dependent on the type of activities that children are participating in, the specific environment and its possible hazards, and the age, needs and propensities of the individual children.

It is a requirement under the Education and Care Services National Law (WA) Act 2012 that all children being educated and cared for by the service are adequately supervised at all times that the children are in the care of that service, and that children must be protected from harm and hazards.

Most relevant policies and procedures

- Children's Comfort, Rest and Relaxation
- Delivery and Collection of Children
- Educator and Volunteer Orientation
- Emergency and Evacuation
- Incident, Injury, Illness and First Aid
- Interactions with Children
- Maintaining a Safe Environment

Scope

This policy is written for children, families, educators and visitors of Lifestreamers Early Learning

Policy Statement

The service will ensure educator supervision of children is appropriate to the activities children are engaged in; the characteristics and developmental level of the children; the setting in which the activities are taking place; the potential risks to children's safety; and the experience, knowledge and skill level of educators.

Educators will engage in supervision of children by actively watching and monitoring the learning and leisure environment, observing children's play and anticipating potential dangers.

The service's supervision policy is committed to:

- complying with the Education and Care Services National Regulations educator/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;
- 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 need to be increased.

Policy Principles

- Educators are fully inducted in their duty of care responsibilities to children and understand how this duty impacts on the supervision of children.
- When educators are on duty they are responsible for the direct supervision of children. This requires that each child will be within sight and/or hearing of an educator at all times. Educators will arrange play areas to ensure children can be effectively supervised, and will communicate effectively with each other about the supervision of children i.e. inform each other before leaving the room.

- The outdoor play area will have a supervision map to ensure all areas of the yard can be supervised. Educators will spread themselves around these points facing the children rather than having their back to them. They will interact with the children and also scan the surrounding area to ensure children are playing safely.
- Whenever children transition inside or outside, a head count will be conducted to ensure that no children have been left in the room or in the playground. Whenever possible, one educator should go at the front of the line and another at the back to prevent children from diverting to other areas.
- Educators will adopt the following strategies to ensure children's adequate supervision:
 - be in close proximity to children to supervise activities that involve some risk i.e. wood work activities; cooking;
 - at least one educator to be standing near climbing equipment when babies are in the climbing area;
 - always face the children and position themselves to allow maximum observation of the area in which children are playing;
 - keeping an eye on large groups of children by scanning and regularly looking around the area;
 - being alert to sounds that may indicate a problem or need for intervention or assistance;
 - anticipating what may happen next when watching children's play, and being prepared to intervene where there is a potential danger;
 - planning activities and arranging the environment to ensure there are sufficient educators to attend to children's needs;
 - regularly inspecting the environment to check for hazards or potential dangers;
 - being vigilant during children's departure from the service and being aware of the people who have authority to collect the child.
 - Educators will be alert to and aware of potential hazards and risk of injury to children and will use their knowledge of each child to ensure children are adequately supervised at all times.
 - All iPads will remain indoors unless an emergency
 - Educator phones will be kept in lockers at demountable during the day.
- Levels of supervision will be adapted in relation to:
 - size of group;
 - number of educators supervising;
 - experience of educators and their personal knowledge of the children;
 - individual characteristics, developmental level, and age range of the group of children;
 - types of activities taking place;
 - children's previous experience of the activity;
 - size of, and potential hazards within the play area;
 - transitions from one activity to another i.e. are children hyped up; excited; tired; just awakening from sleep etc.
- Educators will foster children's independence and competence by supporting children to undertake some activities that involve risk taking. However, educators will always intervene to prevent harm, whenever this is necessary.
- The service will identify circumstances in which increases to the adult ratios above regulatory requirements are needed to improve children's safety. This can include during excursions, when children are playing near large volumes of water (swimming pools or fishponds), or when children are unwell.
- Educators are aware that at times older children require privacy and the space to be independent. Educators will develop supervision strategies that monitor these areas and allow older children to self-manage their play and limit setting.
- Educator arrangements will allow flexibility within daily routines and supervision of individuals or small groups of children during meal times, sleep or rest times etc.
- The service will roster experienced educators that are familiar with the service's facilities, building and procedures, and know most of the children and families, to open and close the service.
- The Responsible Person on open and close will complete the ratio check record every half hour until 9am and then from 4pm.

- When educators are leaving for the day they will ensure their colleagues who are closing the service know which children are still in care, any information to be shared with families, or any changes to the person authorised to collect the child that day.
- Educators regularly evaluate supervisory practices, and especially after accidents or incidents, excursions, or the introduction of new activities.

Staffing Plan

- The service will establish a Staffing Plan to ensure appropriate levels of supervision are maintained at all times and in accordance with the Education and Care Services National Regulations. This plan will include:
 - Name of the Nominated Supervisor;
 - List of educators holding a current approved first aid qualification;
 - List of educators that have undertaken anaphylaxis management training;
 - List of educators that have undertaken emergency asthma management training;
 - Absent or indisposed educator procedures
 - Early morning procedures if rostered educators are absent
 - Procedures when educator is required to leave at short notice
 - Procedures for ensuring maintenance of records and updates to educator's clearances and qualifications;
 - Procedure for ensuring educator time sheets are maintained and retained;
 - List of educators for each age grouping within the service;
 - Educator meal and rest break arrangements;
 - Supervision for special activities i.e. excursions; transport; water play; trampolines; play equipment etc.;
 - Induction procedures for new educators.

Nominated Supervisor

- The nominated supervisor will ensure that appropriate educator to child ratios are maintained for each age grouping of children in accordance with the Education and Care Services National Regulations.

Absent/indisposed educators

- The following procedures are in place to cover educator absences
 - If an educator fails to show up for work;
 - Contact the educator to confirm if they are delayed or not coming.
 - Contact the Nominated Supervisor to find out if the educator needs to be replaced.
 - Follow the directions of the Nominated Supervisor, which may include ringing relief educators or contacting existing educators to swap shifts.
 - If Nominated Supervisor is unavailable, organise relief educators to fill in the required shift.
 - At all times ensure the children are being supervised appropriately.
 - If an educator calls in sick;
 - Contact the Nominated Supervisor and follow directions given.
 - If Nominated Supervisor is unavailable, contact relief educators to fill in shift.
 - If an educator becomes ill or needs to leave for an emergency;
 - Rearrange educators and children to cover the immediate needs.
 - If the Nominated Supervisor or extra educators are not available to come onto the floor, contact relief educators to arrange for the shift to be covered.

Casual Educators

- Wherever possible, absences are covered by the existing team to provide continuity of care for the children.

- The centre relies on Agency educators to fill any gaps in the day-to day ratios as a result of holidays, sickness etc. that cannot be filled internally.
- Experienced educators will support and oversee relief educators to ensure the maintenance of continuity in the service's practices and standards. Relief educators should not be left outside with the children for extended periods as they do not know the children or the centre policies and procedures. Existing educators should remain with children and send Agency educators to complete tasks.

Related Documents

- **Education and Care Services National Law (WA) Act 2012.**
- **Education and Care Services National Regulations 2012.**
- **National Quality Standard for Early Childhood Education and Care**
- **Early Years Learning Framework for Australia**

Document History

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