# Supervision of children checklist

**Education and Care Regulatory Unit**

**Education and Care Services National Law (Western Australia****) and**

**Education and Care Services National Regulations 2012**

**October 2022**

To sustain a safe environment for children, Providers must ensure children are always supervised. Effective supervision is the most important element in the safe provision of a learning environment.

The type of supervision required will change depending on the layout of the education and care environment, the activities being undertaken, the number of children, and the ages and the individual needs of the children. Supervision can ensure that children’s play is enjoyable and their learning opportunities are promoted. Through careful observation, educators will see opportunities for supporting and building on children’s play experiences and identify when children wish to play independent of adult involvement.

Educators effectively supervise children by actively watching and attending to their environment. They should avoid carrying out activities that will draw their attention away from supervision.

Supervision is not just watching the children or being present in the same area. It requires continuous, focused and intentional observation of children.

The checklist below has been developed to assist you to become aware of your current supervision practices and enable you to plan and implement changes in order to comply with the legislation and to develop best practice throughout your service.

This list identifies some key considerations but is not exhaustive and should only be used as a guide.

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| Area to check | Yes /No /Action |
| Policies and Procedures • Does the service have a supervision policy that is tailored to this service?   * Are the policy/plans available/easily accessible for educators, including casual and relief educators? * How are all educators, casual staff, students and volunteers made aware of the supervision practices? * Is this included in your staff induction? * How are educators trained in ensuring adequate supervision of children and environments and what processes are in place to ensure that these supervision practices are implemented at the service? * How often do staff undertake training in supervision practices? * What areas of supervision are covered in the training? * Does the service meet or exceed the educator to child ratio requirements? * Are educators directly working with the children and not involved in any other tasks? * Are staff given time off the floor to complete other tasks such as planning and programming, completing documentation and general cleaning tasks? * How is the information on a child’s behavioural patterns (i.e. child who tends to climb a fence, child who tends to run away or hide) communicated to all educators, including casual/relief staff? * Does the service have an individual behaviour management plans for children with additional needs or behavioural issues? Do these cover supervision requirements for the individual child? * Are educators familiar with the children in their room? How are behaviour/additional needs plans communicated to staff including casual staff?   Premises checks  • Indoor – Are the rooms organised in a way that facilitates supervision of children?  • Are there outdoor physical environment safety checks- in place?  • How often are these physical environment checks completed?  • What system is in place to ensure that these checks are being completed?  How often are these audited?  • Does the outdoor yard check include a check of the perimeter fencing, including physically testing the lock on exit gates and any climbable objects placed closed to the fence?  • What steps are in place to ensure effective supervision when children transition from outdoor to indoor and vice versa?  • Are there checks to ensure that all internal doors are either locked / self-lock?  Are there procedures in place for educators to notify when they identify any maintenance issues during yard check? How often are these reviewed? Excursion and School drop offs & pick ups • Do you have a detailed procedure on transportation of children to and from school and on excursions? When was this reviewed and by whom?   * How do educators know which children require transportation? How are changes to the numbers communicated to staff including casual staff? * Are head counts conducted? How Often? At what times? * What additional supervision measures are put in place when on excursions? * How do you ensure that no children are left in the vehicle? * Who develops the risk assessment for excursions and school pick-ups? What input do staff have into the assessment? * How do you ensure all staff are aware of the details of the risk assessment prior to the excursion/transportation? * How often are the risk assessments reviewed? How do you record this?   • Are the policy/plans available/easily accessible for educators, including casual and relief educators?  • Are educators trained in ensuring adequate supervision and the supervision practices implemented at the service?  • Is this included in your staff induction?  Enrolled children  • Are educators familiar with the children in their room?  • How is the information on a child’s medical / additional needs communicated to all staff, including casual/relief staff?  • How is the information on a child’s behavioural patterns (i.e. child who tends to climb a fence, child who tends to run away or hide) communicated to all educators, including casual/relief staff?  • Does the service have an individual behaviour management plan for children with additional needs or behavioural issues? |  |

## More information

To find out more about supervision, please visit our website.

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