

Strategies and practices for the safe supervision of children at Kindy

Principles of active supervision

Supervision is one of the most important care giving strategies and skills required by staff/carers to develop and master. Active supervision is a combination of listening to and watching children play, being aware of the environment and its potential risks, the weather conditions, the time of day, managing small and large groups of children, and an understanding of child development including theories about how children play.

It is also crucial that staff/carers are aware of the different ages, personalities, behaviours and characteristics of the children in their care. How children interact, communicate and play with one another is dependent on staff/carers building relationships with children to learn about who they are, how they react in certain situations and discover their interests. These are vital skills to develop as they assist staff to predict children's play patterns, which affects how staff/carers plan and establish environments and coordinate supervision strategies to maximise children's safety and ability to play free from harm or injury.

Positioning of staff in the environment

- There will be at least one staff member inside and one staff member outside at all times when children are present in those areas.
- If a staff member is required to leave the area eg to toilet they must notify the other staff and allow time for them to reposition to best supervise the children. Students and volunteers do not meet legal supervision standards and are not to be the sole adult supervising an area at any time.

Scanning the environment

- Whenever possible staff should position themselves to have the best view of the entire play space, if this is outside then supervision of the gates should be addressed also.
- Staff should regularly scan the area to check where all the children are.

Listening when children play

- Listening to children's play has several purposes; for children's whereabouts, actions, safety as well as to support their development.
- Staff need to listen for potential risks such as choking, crying, gasping or silence.
- Staff also need to listen to children's conversations to ensure the wellbeing of all children is being met in the play.

Knowledge of the environment and its potential risks

- Staff need to be aware of the potential hazards both inside and outside the Kindergarten:
 - The gates may be left open unintentionally by adults.
 - The kitchen door must remain closed
 - Supervision of children in the toilet area
 - Supervision of children on the climbing

Please refer to the service's Occupational Health and Safety Policy.

Setting up the environment

- When setting up the play environment staff must be alert for any potential hazards e.g. checking the outdoor play area for rubbish, checking the depth of the soft fall, checking for bees, spiders or snakes.
- At times the staff may set up more challenging climbing to support safe risk taking, the placement of such equipment and play and learning experiences affects active supervision strategies and placement of staff in closer proximity to the area.

Please refer to the service's Maintenance of Buildings and Equipment Policy.

Knowledge of the children in care and understanding how groups of children interact and play together

- Staff will maintain a high level of knowledge and understanding of the individual needs and developmental levels of every child attending the kindergarten.
- Staff will support the wellbeing and safety of all children by acting in a pro-active, positive manner to support children with challenging behaviours.
- Staff will be aware of each child's health needs daily and maintain close supervision of those at risk.

Transitioning groups of children

- At times staff are required to transition children to and from the bus or the Reception classroom. Staff must alert other staff members to the movements they are about to make.
- Staff are to remain with the children until another adult takes responsibility on their arrival.
- Staff transitioning children to the school bus must use the school gate access not move along the car park pathway.

Promoting play and learning experiences

- Supervision of children should enhance and extend their play and learning experiences.
- Staff should monitor whether they should join an activity to support learning or remain separate to allow the social constructive learning to develop.

Children's arrival and departure from the service

- Children are accompanied to the kindergarten by an adult and signed in and out by an adult.
- Staff will maintain an up to date arrival and departure sheet on the bench.
- Staff will complete a separate role of the children by 9.30am
- Staff will compare sign in sheet with role at 9.30
- Any changes to pick or drop-off arrangements are documented in the staff/parent diary on the kitchen bench.
- Staff are made aware of any custody issues when they arise.
- Children arriving to Kindy from the school bus are met by staff and signed in and out by staff.

Please refer to the service's Supporting Children's Individual Needs Policy.

Transporting children

- The transportation of children occurs when the Kindy participates in an excursion, the school bus or a hire bus is used.
- Parents are required sign a form stating they are aware their child will be travelling on a bus and they consent to this activity.