



# Continuity of Care Nominated Supervisor

NQS Element 4.1.1 Organisation of educators

NQS Element 4.1.2 Continuity of staff

NQS Element 6.1.1 Engagement with the service

NQS Element 6.2.1 Transitions

Name of the person conducting the checklist: \_\_\_\_\_ Date: \_\_\_\_\_

## Staffing

Does the roster allow most families to be greeted and farewelled by one or two familiar educators?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are families informed as soon as possible about long term and short term staff changes eg long service leave and sick leave?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you source relief staff from a pool of familiar casuals?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you use particular strategies to ensure there's a regular pool of relief staff?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do staffing practices help children develop close relationships with one or two familiar educators?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you consider continuity of care when making staff changes?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you reduce the potential for staff turnover by:			
• using robust recruitment practices which include service core values, position descriptions, and referee checks	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
• providing a detailed orientation for new staff based on written procedures?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
• implementing regular performance appraisals where staff are encouraged to appraise their performance and offer suggestions for training and improvement?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
• actively managing underperformance and giving staff opportunities to improve?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
• providing staff with regular opportunities for training and development?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
• providing training and development opportunities sought by staff?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
• making sure there are clear reporting lines between Supervisors and staff eg Room/Group Leader and educators?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
• valuing and using the strengths of your staff?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
• rostering where possible to meet educator preferences?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
• implementing mentoring arrangements where appropriate?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
• providing regular non-contact time for training and development?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
• acknowledging staff achievements/hard work through formal recognition/reward program?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
• making yourself available/approachable if staff wish to discuss issues and concerns?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
• obtaining and actioning staff feedback about why they are leaving the service?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

## Orientation practices

Do your orientation practices encourage families to spend time with their child at the service if needed before they begin?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators talk to families about children's routines, fears, strengths, any special words during orientation?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are these practices written down and placed in the child's file eg included on enrolment form?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is the information in the enrolment form accessed by educators?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators discuss the room, routines and educational program with families during their orientation?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA



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**Educator practices**

Do educators ask families to participate in decisions affecting their child eg transition to a new group?  Yes  No  NA

Do educators respect each family's child rearing practices and adhere to them where there's no conflict with service policies etc?  Yes  No  NA

Is the routine flexible enough to meet the needs of different age children?  Yes  No  NA

Do educators communicate with families and share information to build partnerships with families (which benefits their child's learning and development)?  Yes  No  NA

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**Transition to new group**

Do educators talk with families about move to new group before it happens?  Yes  No  NA

Do educators share information about the child with new educators if relevant?  Yes  No  NA

Do educators take child and parents on several visits to new group before move happens?  Yes  No  NA

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Actions required