**THIS IS AN EXAMPLE. COMPLETE YOUR QIP TEMPLATE LIKE THIS USING YOUR OWN STRENGTHS AND IMPROVEMENTS.**

**This example uses Exceeding Indicators. You can use same technique using Meeting Indicators for a Meeting rating if you wish.**

Week 26 19 to 23 August 2024 - QIP Suggestions - complete and copy this into your QIP

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| **Element 2.2.1** | **Supervision** At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard. |
| **Strengths** | **MEETING**  **Supervision Procedures:** Our supervision procedures ensure children are protected from harm by implementing detailed supervision plans tailored to the service environment. We adjust supervision levels during high-risk activities, such as water play or excursions. Educators strategically position themselves to cover all areas, ensuring children are never left alone with visitors or in locked areas with a single staff member.  **Promoting Safety and Health:** An example of promoting children's safety is incorporating sun safety into our daily routine. Children apply sunscreen and wear hats before outdoor play while learning about the importance of protecting their skin from UV rays. We discuss why sunscreen is essential and involve children in setting up shaded areas, empowering them to take responsibility for their health. This routine reinforces the importance of sun safety in a practical, engaging way.  **Reasonable Precautions:** We take several reasonable precautions to ensure safety, including locking hazardous chemicals away, maintaining strict handwashing procedures, and following safe-sleep practices. For example, hot drinks are never allowed in children's areas, and all cleaning products are securely stored. We also conduct regular emergency drills and maintain up-to-date risk assessments for excursions, ensuring we’re prepared to handle any situation safely  **EXCEEDING**  **Embedded practice -** **Attuned to Each Child's Needs:** Educators are consistently attuned to each child’s needs, ensuring safety through personalised arrangements. For example, we adapt our approach for children with additional needs, temporary illnesses, or those experiencing trauma. We maintain a vigilant child protection stance, being alert to indicators of abuse or neglect. This attunement allows us to provide a secure environment tailored to each child's unique situation.  **Critical Reflection -****Adjusting Supervision:** Our team regularly adjusts supervision based on changing circumstances, such as children’s ages, group sizes, activities, and locations. For example, we increase supervision during water play or when younger children are present. We also adapt our approach during transitions between indoor and outdoor spaces or when activities involve higher risks, ensuring that all children are adequately supervised regardless of the situation.  **Families and community –****Family and Community Links. Unique Environment and Supervision:** Our supervision strategies and reasonable precautions are tailored to our service’s unique environment. We address hard-to-see areas with mirrors or additional staff and adjust CCTV camera locations as needed. Being next to busy roads, we take extra care during drop-offs and pick-ups. We also prepare for environmental risks like snakes or extreme weather by regularly updating our emergency procedures and considering the specific needs of our site.  **Above can be used for NSW’s SAT in the 5 separate boxes for each individual element.** |

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Improvement plan (identified through assessment against NQS indicators)

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| **Standard/ element** | **Issue identified during self-assessment** | **What outcome or goal do we seek?** | **Priority (L/M/H)** | **How will we get this outcome? (Steps)** | **Success measure** | **By when?** | **Progress notes** |
| 2.2.1 | Inconsistent supervision leading to potential harm and hazard for children. | Consistently protect children from harm and hazards through effective supervision. |  | Review policies.  Provide staff training.  Assess staff-to-child ratios.  Improve communication.  Establish monitoring system.  Involve parents. | *Educators’ supervision procedures/arrangements ensure children are protected from harm and hazards. These include:*   * supervision plans * excursion/transport procedures * never leaving children alone with visitors * never leaving children in locked areas with one staff member.   Our adequate supervision considers:   * number, age, ability and individual needs of children * number and positioning of educators * each child’s current activity * areas where children are playing, in particular the visibility and accessibility * risks in environment and of experiences provided to children * educators’ knowledge of each child and each group of children * experience, knowledge, and skill of each educator. |  |  |
| 2.2.1  **Exceeding  Embedded** | Inadequate attunement to individual child needs and safety concerns. | Educators consistently prioritize child safety and meet their individual needs. |  | Provide training on child development and safety protocols.  Implement regular safety audits and risk assessments.  Foster open communication between educators, parents, and children.  Assign specific educators to monitor individual children's needs.  Review and update policies for child safety and attunement. | *Educators are consistently attuned to each child’s needs and ensure their safety at all times. For example:*   * the arrangements we put in place for additional needs children, those with temporary illness, and those suffering trauma * our child protection perspective – we are attuned to indicators of abuse and neglect. |  |  |
| 2.2.1  **Exceeding  Critical reflection** | Inflexible supervision procedures that do not adapt to changing circumstances. | Educators consistently modify supervision arrangements to align with children's changing ages, group dynamics, activities, and locations. |  | Conduct a comprehensive review of current supervision procedures.  Identify specific scenarios requiring adjustments (e.g., age-related needs, varying activities).  Develop a flexible framework for modifying supervision based on changing factors.  Provide training to educators on the new flexible procedures.  Implement a monitoring system to track adherence to adjusted procedures. | *Educators consistently adjust supervision procedures/arrangements when required, for example, to meet changes in children’s ages, group size, activities, and location. For example:*   * Regularly review and assess existing supervision procedures. * Identify specific triggers for adjustment, such as changes in children's ages, varying group sizes, new activities, and different locations. * Develop a clear protocol for determining when and how to adjust supervision arrangements. * Provide ongoing training to educators regarding the importance of adapting supervision and how to implement adjustments effectively. * Establish a communication channel for educators to share insights and concerns that might necessitate procedure adjustments. * Conduct risk assessments for different activities and settings to inform supervision modifications. * Assign responsibility to a designated person or team to oversee the implementation of adjusted procedures. * Implement a feedback loop where educators can share their experiences and suggest further refinements. * Document all adjustments made to supervision procedures, including the rationale behind each change. * Regularly evaluate the effectiveness of the adjusted procedures in ensuring children's safety and make additional changes as needed. |  |  |
| 2.2.1  **Exceeding  Families and community** | Supervision arrangements not adapted to the unique service environment and its changes. | Supervision procedures consistently tailored to the specific service environment and adaptable to changes. |  | Conduct an assessment of the service's unique environment.  Identify potential hazards and factors affecting supervision.  Develop supervision guidelines responsive to the service's characteristics.  Implement a review process for adjusting procedures with environmental changes.  Provide training to ensure educators understand and apply environment-specific supervision. | *Our supervision arrangements and “reasonable precautions” consider the service’s unique environment and changes to that environment. For example, we consider:*   * hard-to-see areas/spaces in indoor/outdoor environments (with supervision plans, use of mirrors) * CCTV and any changes in camera locations * location of neighbouring residences/businesses (for privacy issues) * our multi-storey site * our location next to busy roads/voluminous passing traffic (including pedestrians) * potential for snakes, bees, spiders * drop-off/pick-up arrangements and locations, and family characteristics (families focused on other children, AVOs, parenting orders) * localised health issues (measles outbreaks, Covid hotspots) * emergencies such as bushfire, floods, dust storms, loss of power or water * staffing considerations (experience, knowledge, and skill of each educator, new/relief educators) * behaviour management requirements (biting). |  |  |

**Summary of Exceeding Themes Standard 2.2 Safety**

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | In the strength example for element 2.2.1 we have identified the following exceeding theme indicators:   * *Educators are consistently attuned to each child’s needs and ensure their safety at all times.* |
| 2. Practice is informed by critical reflection | In the strength example for element 2.2.1 we have identified the following exceeding theme indicators:   * *Educators consistently adjust supervision procedures/arrangements when required, for example, to meet changes in children’s ages, group size, activities, and location.* |
| 3. Practice is shaped by meaningful engagement with families, and/or community | In the strength example for element 2.2.1 we have identified the following exceeding theme indicators:   * *Our supervision arrangements and “reasonable precautions” consider the service’s unique environment and changes to that environment.* |