



Law & Regs

Regulation 107: Each child needs 3.25 square metres of indoor space.

Regulation 108: Each child requires 7 square metres of outdoor space.

Regulation 109: Provide accessible toilets and handwashing for children.

Regulation 110: Indoor spaces must be ventilated, well-lit, and temperature controlled.

Regulation 111: There must be areas for admin work, parent meetings, and private talks.

Regulation 112: For nappy-changing services, have hygienic facilities, a nappy-changing bench, and nearby handwashing.

Regulation 114: Ensure there are shaded areas outdoors.

Regulation 115: Premises must allow for effective supervision while maintaining children's dignity.

NSW Regulation 274: NSW services can't have pools unless they existed before certain dates.

TAS Regulation 345: Services in Tasmania cannot have a pool on the premises.

Why is the element important?

Looking at the element in detail - A service reviewed what the NQF Guide said about element 3.1.1 and understood buildings, fixtures, fittings, and indoor and outdoor spaces must:

- be flexible, welcoming and accessible
- reflect diversity in the community
- be safe and promote health outcomes
- be environmentally sustainable
- contain safe furniture and equipment that promotes learning outcomes.

What could potentially go wrong if educators didn't do the above?

Unsafe Playgrounds and Fences: Without secure fencing, children could wander off or be exposed to hazards like roads, increasing the risk of accidents or injuries. Children may also move objects, such as chairs or toys, to the fence and use them to climb over, creating additional safety concerns.

Crowded Indoor Spaces: Not providing enough indoor space could result in overcrowded rooms, increasing the likelihood of conflicts, accidents, and an inability for children to move freely and learn.

Lack of Inclusive Facilities: Without accessible and flexible spaces, children with disabilities or additional needs may struggle to participate in activities, feeling excluded or frustrated.

Unsupervised Areas: Poorly designed spaces can limit educators' ability to supervise children, increasing the risk of accidents or harmful behaviour going unnoticed.

Exposure to Harmful Conditions: Without proper ventilation and temperature control, children may be exposed to unhealthy environments, leading to discomfort or health issues such as overheating or respiratory problems.

Poor Hygiene Standards: A lack of adequate nappy-changing or handwashing facilities could result in hygiene issues, increasing the spread of germs and illness among children and staff.

Limited Learning Opportunities: Without safe and stimulating furniture or equipment, children may miss out on important developmental and learning experiences, reducing engagement and interest in activities.

Insufficient Shade Outdoors: Without proper shaded areas, children may be overexposed to the sun, putting them at risk of sunburn or heatstroke during outdoor play.

Inflexible Spaces: Without adaptable areas, it can be difficult to rearrange or modify spaces to accommodate different activities, limiting creativity and the ability to cater to children's evolving interests and needs.

Environmental Harm: Failing to implement sustainable practices in the design of the space could contribute to environmental degradation, such as excessive water or energy use, teaching children negative habits instead of encouraging environmental responsibility.



You must practice

It's important outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.

Week 34, 28 October to 1 November 2024 – 3.1.1 Fit for Purpose

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Secure and Supervise Fencing: Ensure outdoor play areas are fully enclosed with secure, child-safe fencing to prevent children from wandering off and to keep them safe from external hazards like traffic or strangers. Ensure the fence area is supervised so children don't pull things over to it that they could use to climb over the fence. **Children leaving the service without an adult is the most prosecuted offence for services.**

Spacious Rooms: Ensure the room spaces allow children plenty of room to move, play, and explore without feeling cramped.

Accessible Design: Incorporate ramps, wide doorways, and flexible spaces that can be adapted for children with disabilities or sensory needs, ensuring every child can participate in all activities comfortably. For vision-impaired children, ensure the room layout remains consistent and familiar, with clear, unobstructed pathways, tactile markers, and contrasting colours where necessary. This helps them navigate the space safely and confidently, promoting independence and full participation.

Effective Supervision: Arrange furniture and play areas so that educators can easily see and supervise children at all times, reducing the chance of accidents or inappropriate behaviour going unnoticed.

Comfortable Indoor Environment: Install good ventilation, natural light, and temperature control to create a healthy and comfortable indoor space where children can play and learn without discomfort from heat, cold, or stuffy air.

Hygienic Facilities: Provide clean and hygienic nappy-changing areas with handwashing facilities close by, *ensuring staff and children can maintain good hygiene*, reducing the spread of illness.

Engaging Equipment: Use safe, age-appropriate furniture and learning resources that encourage curiosity, creativity, and active play, helping children engage in learning activities that support their development.

Shaded Outdoor Play Areas: Install shaded areas in outdoor spaces, using natural or artificial shade, so children can play safely outside without the risk of sunburn or heatstroke, especially during summer.

Flexible Learning Areas: Create spaces that can be easily rearranged for different activities, such as converting an indoor area into a quiet reading nook or an outdoor area into a sensory garden, allowing for diverse learning opportunities.

Sustainable Practices: Use environmentally friendly materials and design features, such as rainwater tanks, solar panels, and native gardens, to teach children about sustainability and environmental responsibility while reducing the service's ecological footprint.

After reading these points, which one(s) do you think you are doing well? Describe your practice in detail so it can go directly into your QIP or SAT (NSW only).

After reading these points, which one(s) do you think you need to work on? Describe how you could improve your practice.