



Law & Regs

Law Section 167: Children must be protected from harm and hazards.

Regulation 104: Outdoor spaces must have secure fencing.

Regulation 106: Services need laundry facilities or a hygienic way to store dirty items.

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.

There are **things** that you need to do with your service and educators.

- (1) Review the points from the Law and make yourself familiar with them. Conduct the compliance test with your educators to check their knowledge.
- (2) Add to your folder the daily planner so you can document and show the assessor how you are working with educators. Use documents provided in this section.
- (3) To learn more about this week's element watch this video.
Risk and play
<https://vimeo.com/470795797/1112577f89?share=copy>
- (4) Guide your educators to ensure they are at the meeting level, use the examples in the educators' section and the checklist to help you know exactly what is required.
- (5) Explore the exceeding themes with the examples in the educators' section and your section for critical reflection and families and communities.
- (6) Work with your Nominated Supervisor and edit the QIP (SAT for NSW) template provided by Centre Support to ensure it is reflecting your service's practices.



Ten practical steps an educational leader can take to ensure educators grasp and value the "Fit for purpose" principle, particularly when designing inclusive and effective spaces for children.

1. Create a Safe and Supportive Space to Learn

Together. Start by organising an inclusive workshop where everyone can share their thoughts. It's not about getting everything perfect, but about exploring how our physical spaces impact children's growth. We'll walk through how safe, inviting, and engaging environments encourage children to explore, learn, and thrive. Together, we'll take small steps to understand why a thoughtful space matters so much.

2. Hands-On Walkthrough with Friendly Guidance

Let's go on a casual walkthrough of our centre, taking time to notice the small details. As we visit different areas, I'll point out examples of spaces that help children feel comfortable and safe, like rooms with clear pathways or accessible storage. We can gently reflect on areas that may need a little tweak, like making art supplies easier for children to reach so they can express their creativity freely.

3. Simple Accessibility Check for All Children. We'll take a step back and think about how our children move through the space. Is everything reachable? Are pathways clear for little feet or children who use wheelchairs? Together, we can make small adjustments, like ensuring there's space for wheelchairs or adding soft mats for children's safety. It's about helping every child feel included and able to explore confidently.

4. Real-Life Stories to Bring It Home. I'll share some real-life stories of spaces that didn't quite work and how small changes made a big difference for children's learning and happiness. We can talk about these examples, look at what didn't work, and dream up ideas for improvement. For instance, if a reading corner is too crowded, how might that make a child feel? And what can we do to make it more inviting?

5. Brainstorming Together to Build Solutions

Let's come together in small groups and have fun brainstorming ways we can improve our spaces. Maybe

one group can look at the outdoor play area, another at the quiet corners inside. This is about working as a team and sparking new ideas. No idea is too small—everything counts when we're creating a space that truly works for every child.

6. Listen and Grow with Feedback. We'll open up a way for everyone to share their thoughts, whether through suggestion boxes or a simple online form. I want to make sure every voice is heard, because we're all in this together. This feedback loop ensures that as we grow, our spaces evolve to better meet the children's needs. Your insights matter, and they'll help shape our learning environment over time.

7. Learn from Community Experts. We can invite local experts, like architects or accessibility advocates, to come in and share their wisdom. It's always great to get a fresh perspective, and these visitors can help us see things we might have missed. Their tips and advice will give us new ideas on how to keep improving our spaces to be more inclusive and functional for all children.

8. Experience Empathy through Role-Play. We'll spend a little time stepping into a child's shoes—how would it feel to move through a space that's difficult to navigate? By trying this ourselves, we'll understand how a child with mobility challenges might feel in a room full of obstacles. This simple exercise helps us become more empathetic and think creatively about making our spaces more accessible and welcoming.

9. Share Resources to Keep Learning. I'll gather a collection of easy-to-read articles, short videos, and helpful guides on designing child-friendly spaces. We'll have time to look through these materials and talk about them, helping us all stay inspired and up-to-date on best practices. It's not just about theory—these resources will tie in directly with what we see and do each day.

10. Reflect and Take Action Together. At the end of the week, we'll sit down for a relaxed, open conversation about everything we've learned. It's a chance to reflect on what worked, what surprised us, and what changes we want to make. Most importantly, we'll create a simple action plan together, with small, achievable steps we can all take to ensure that the "Fit for purpose" principle becomes part of our everyday practice.

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



Compliance test for educators

Instructions: Nominated Supervisor is to conduct the test. Ask one educator at a time in a location that other educators cannot hear or provide support to the educators being asked the question. Record the responses then analyse to see if the educators' responses would place you at risk of a fine. Finally, train the educators that fail to meet the regulations.

Name of educator:

Questions	Response	Pass or Fail
Miss Angelique said there's no compliance issues educators need to know about for element 3.1.1 because it's all down to the Approved Provider designing and resourcing the service properly. Is she correct?		
Mr Jason says all the Regs about what facilities the service must have aren't relevant for educators. Do you agree? Please explain why.		

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

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3.1.1

Fit for purpose

Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.



Week 34
29.10.2024

Section 8. Role of the Educational Leader (Educational Leader)
Detailed guidelines for the Educational Leader.

Educational Leader weekly sheet

Date	Educational Leader activity	With whom?	Comments	Follow up
Monday 28.10.24	Organise service space walkthrough.	educators, divided by groups	Several areas identified for improvement: art room seen as amazing. Storeroom not good.	Brainstorming session. Cat litter trays sold at Bunnings are perfect size for activity trays and cheap.
Monday 28.10.24				
Tuesday 29.10.24				
Wednesday 30.10.24				
Thursday 31.10.24				
Friday 1.11.24				

General thoughts or ideas

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Compliance test for educators **ANSWERS** for this week.

Instructions: Nominated Supervisor is to conduct the test. Ask one educator at a time in a location that other educators cannot hear or provide support to the educators being asked the question. Record the responses then analyse to see if the educators' responses would place you at risk of a fine. Finally, train the educators that fail to meet the regulations.

Name of educator:

Questions	Response	Pass or Fail
Miss Angel said there's no compliance issues educators need to know about for element 3.1.1 because it's all down to the Approved Provider designing and resourcing the service properly. Is she correct?	No. The Approved provider must provide appropriate premises, furniture and equipment, but educators must also ensure, for example, that: <ul style="list-style-type: none"> they maintain any laundry in a hygienic and safe way (Reg 106) spaces are well ventilated and kept at comfortable temperature (Reg 110) they conduct private conversations with families in spaces that afford confidentiality (Reg 111) children can't access nappy change facilities without supervision (Reg 112) children's outdoor activities/play is organised in shaded areas where the UV index is 3 or above (Reg 114 and Sun Safety Policy). 	
Mr Jack says all the Regs about what facilities the service must have aren't relevant for educators. Do you agree? Please explain why.	No. For example: <ul style="list-style-type: none"> there must be fencing that children preschool age and under can't get through (Reg 104). Educators should also ensure, for example, nothing gets pushed up against the fence which would allow children to climb over it the premises must facilitate supervision by educators. Educators should ensure their actions don't hinder supervision eg blocking windows, placement of equipment and resources. 	

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