



Checklist

Why are you doing the checklist?

The practices identified in the checklist are what the assessor needs to see you do so they can check you're 'meeting the NQS.' If there's something on the checklist that you're not doing, you need to adjust your practice to do it, or ask for help and training to implement it ie work with your educational/room leader who should teach/coach you how to do it. This process uses the **summative assessment process** from the **new EYLF and MTOP**. Educators review your achievements and capabilities at specified or selected timepoints. Please make a judgement about the path you are on to understanding the element.

The checklist keys to use.

E = Embedded I do that **ALL** the time

K = I know I need to do that, but I don't do it all the time

T = Please teach me how to do it or improve my understanding of why I need to do it.

| | |
|-----------------|--|
| Name Educator 1 | |
| Name Educator 2 | |
| Name Educator 3 | |
| Name Educator 4 | |
| Name Educator 5 | |

Cleaning

ED1 ED2 ED3 ED4 ED5

| | | | | | |
|--|--|--|--|--|--|
| Are you familiar with all service cleaning procedures including those for the bathroom, toilet, nappy change areas, rooms, high chairs, toys, cots/ stretchers/beds and sandpit? | | | | | |
| Do you diligently implement service cleaning schedules as rostered/required? | | | | | |
| Do you know how to properly clean up spills of blood or other body fluids? | | | | | |

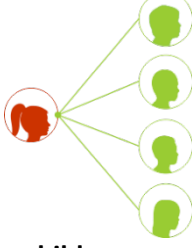
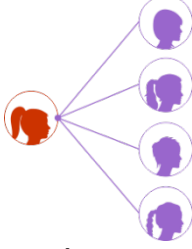
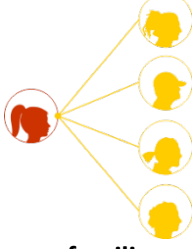
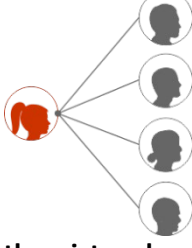
Maintenance

| | | | | | |
|---|--|--|--|--|--|
| Do you diligently complete daily safety checks of indoor and outdoor areas using a checklist when assigned this task? | | | | | |
| Do you complete risk assessments to remove or minimise risks in the environment, including for potentially dangerous equipment/furniture? | | | | | |
| Do you know and implement your centre's maintenance procedure when you find broken/damaged resources, premises or equipment? | | | | | |
| Do you immediately remove broken/damaged resources, premises or equipment, or make sure children can't access them? | | | | | |
| Do you follow safety advice from recognised authorities and manufacturers when arranging, securing or using equipment and furniture eg anchoring furniture and equipment? | | | | | |



The EYLF and MTOP says. "Evaluation practices involve educators' critical reflection on the effectiveness of their planning and implementation of curriculum for children's learning as part of the planning cycle, both for and with children'. Pick one of the following reflection points to complete the table below:

- Under Work/Occupational Health and Safety laws, workers have obligations to follow safe practices and act in ways which do not endanger others. How might element 3.1.2 Upkeep be relevant in this context?
- Are there any areas, or pieces of furniture or equipment at the Service you think need to be cleaned or maintained more effectively? What will you do?
- The NQF Guide for element 3.1.2 says educators should follow safety advice from recognised authorities and manufacturers when arranging equipment, furniture and experiences? What's one example where you did this?

| Critically reflect through the eyes of: | Write your critical reflection below | What changes did you or will you make because of the reflection? |
|--|--|--|
|  <p>a child</p> | <p>A clean, well-maintained environment creates a sense of security and freedom to explore without fear of harm. When toys and spaces are safe and in good repair, children can focus on their learning and play. Regular upkeep, like safe play equipment and tidy learning areas, fosters an environment where children feel cared for and respected, enhancing their sense of belonging.</p> | <p>I ensure daily safety and hygiene checks of all play areas and equipment, particularly focusing on outdoor structures. I also involve children in tidying tasks, helping them feel responsible for and connected to their space.</p> |
|  <p>an educator</p> | <p>We rely on a safe, orderly environment to conduct activities effectively and model safe practices for children. Element 3.1.2 aligns with workplace safety obligations by ensuring that equipment is in good repair and free from hazards. This attention to upkeep reduces the likelihood of accidents and helps educators maintain a focus on quality teaching rather than managing risks.</p> | <p>This reinforces the importance of a shared maintenance checklist and regular team meetings to discuss any equipment issues or environmental hazards. I advocate for more frequent deep cleaning to address less obvious hygiene concerns and ensure regular maintenance reports are followed.</p> |
|  <p>your families</p> | <p>Families trust that the childcare environment prioritises their child's safety and well-being. Element 3.1.2 is essential for building this trust, as parents appreciate visible signs of cleanliness and effective maintenance. When they see ongoing efforts to create a safe environment, families feel reassured, knowing that their child is in capable, conscientious hands.</p> | <p>I keep families informed about our cleaning routines and maintenance efforts through newsletters or visual schedules. We also provide avenues for feedback, inviting families to raise concerns and contribute ideas for environmental improvements, which helps them feel more engaged and valued.</p> |
|  <p>theorist and current research</p> | <p>Maslow's theory highlights that a child's basic needs, including safety and security, must be met before they can focus on learning and self-development. By ensuring that the physical environment is clean, safe, and well-maintained, we fulfil children's foundational need for safety, enabling them to feel secure and more open to learning and exploration. A well-kept environment also promotes trust between families and the service, meeting social needs through a sense of community care.</p> | <p>I prioritise not only physical maintenance but also visible practices that enhance security and consistency, like routine safety inspections and clear communication with families. We also focus on educating children about safety in their environment to support their self-actualisation and independence.</p> |

Week 35, 4 to 8 November 2024 – 3.1.2 Upkeep



The EYLF and MTOP says. "Evaluation practices involve educators' critical reflection on the effectiveness of their planning and implementation of curriculum for children's learning as part of the planning cycle, both for and with children'. Pick one of the following reflection points to complete the table below:

- Under Work/Occupational Health and Safety laws, workers have obligations to follow safe practices and act in ways which do not endanger others. How might element 3.1.2 Upkeep be relevant in this context?
- Are there any areas, or pieces of furniture or equipment at the Service you think need to be cleaned or maintained more effectively? What will you do?
- The NQF Guide for element 3.1.2 says educators should follow safety advice from recognised authorities and manufacturers when arranging equipment, furniture and experiences? What's one example where you did this?

| Critically reflect through the eyes of: | Write your critical reflection below | What changes did you or will you make because of the reflection? |
|---|--------------------------------------|--|
|  <p>a child</p> | | |
|  <p>an educator</p> | | |
|  <p>your families</p> | | |
|  <p>theorist and current research</p> | | |

Week 35, 4 to 8 November 2024 – 3.1.2 Upkeep