



Plan of Management
Proposed Child Care Centre
31 Telopea Street Punchbowl NSW 2196



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On behalf of:

EthanGroup Pty Ltd

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Early Education Solutions

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A: Required policy under Education and Care Services National Regulation 168.

Introduction

This Plan of Management provides guidelines and controls for the operation and management of the proposed child care centre at 31 Telopea Street Punchbowl NSW 2196.

This Plan of Management has been prepared to ensure children in attendance at the centre receive the highest quality of care in a safe environment and to ensure the centre operates in a manner which minimises impacts on neighbours.

The aim of the centre is to provide a high quality programme which is based on the intellectual pursuit for excellence in early childhood education and care through collaboration, informed by reflection, experimentation and practice in view of a child as a capable and competent learner.

In this regard, the centre will:

- recognise and value the child as a citizen with rights and responsibilities;
- respect the child and recognise the value of building an authentic trusting relationship;
- recognise the child as competent and resourceful and a constructor of knowledge;
- value play, respect for others and the physical world, the centre, commitment to others' well-being and to the good of the community;
- encourage connection, relationship and collaboration, feelings, as well as thoughts and, as ways of understanding and communicating, beauty, thoughtfulness and critical reflection, continuous pursuit of knowledge and understanding;
- facilitate cooperation, creativity, children's initiative, and an open setting that encourages resilience and perseverance, confidence and autonomy;
- recognise that care and education are interwoven and cannot be separated;
- value and promote a home like, ecological sustainable, healthy and safe physical environment;
- respect families and value the need for professionals to work in collaboration with families;
- recognise and honour diversity;
- recognise that staff work collaboratively in a mutually supportive environment;
- recognise the need for management to support the components underlying the continual improvement process in provide high quality early childhood care and education;
- respect and value the important role of our service in the broader community; and
- recognise that families and the community share responsibility for all children.

The Plan aims to ensure that the child care centre at 31 Telopea Street Punchbowl

- Operates in a manner consistent with good management;
- Operates in accordance with the relevant Education and Care Services National Law and Regulations;
- Takes a proactive role in being a responsible neighbour/land owner within Canterbury/Bankstown City.

- Operates in a manner so as not to disturb the surrounding area.

This Plan of Management will set out controls for:

- Hours of operation, staff levels and child levels
- Noise control
- Car parking and traffic
- Delivery of goods and services
- Waste management
- Complaints procedure
- Evacuation and emergency procedure
- Annual review of Plan of Management

All staff at the centre will be required to be acquainted with the Plan of Management and conduct their work within the Plan of Management.

A copy of the Plan of Management will be provided to parents/carers and neighbours. Parents/carers are required to observe the requirements of the Plan of Management.

The indicative daily program and the areas referred to in this Plan of Management is based on:

- Architectural Plans prepared by Place Studio s 4.55 Revision C

Operational Matters

Licensing and Approvals

The centre will not commence operation until necessary licences have been issued by the relevant authorities.

The centre will be operated strictly in accordance with the relevant licence conditions and regulations including (but not limited to) the *Children (Education and Care Services) National Law (NSW)* and *Education and Care Services National Regulations*.

Hours of Operation

The hours of operation of the childcare centre are:

- Monday – Friday: 7.00am – 6.00pm
- Saturday/Sunday: Closed
- Public Holidays: Closed
- The centre will operate 52 Weeks of the year
- No staff or deliveries on site prior to 6.45 am

Capacity

A maximum of children 74 will be accommodated at the centre.

For the purposes of this Plan of Management the indicative numbers of children in each age group are as follows:

Ground Level 0 – 2 years – 10 children (3 educators)

Level One 2 - 3 years – 24 children (5 educators)

Level One 3 - 5 years – 40 children (4 educators)

Staffing

Staff ratios at the centre will be in accordance with the Education and Care Services National law and the Education and Care Services National Regulations 2011.

Educators within the centre will be employed to ensure that minimum qualification requirements are met through the employment of trained Educators.

At least 2 members of staff will be present during operating hours. A staff member with a current first aid certificate, including emergency asthma and anaphylaxis training will be present throughout the day between 7:00am and 6:00pm.

Based on the indicative number in each age group, a total of 12 permanent childcare educators are required to be working directly with the children.

The centre will also employ an additional staff centre manager on a part-time basis who will also assist with relief during staff lunch breaks, programming time, and other general duties.

Generally routine daily cleaning is done by the educators thorough the day therefore a cleaner will not be required. There would be an external cleaner come when required for deep cleaning carpets and windows.

Consistent and committed educators and coordinators support good quality standards and continuity of care for children. Effective, transparent and equitable recruitment processes ensure the service attracts and retains educators, coordinators and other staff members who can best meet the needs of children and their families.

To safeguard children against risks to their safety and wellbeing:

- All educators and coordinators need to verify their fitness and propriety by providing a current and valid 'working with children' check prior to commencing employment.
- Any student or volunteer will also need to verify their fitness and propriety by providing a current and valid 'working with children' check prior to attendance at the service.

Nominated Supervisor

The Education and Care Services National law and the Education and Care Services National Regulations 2011 require the service to designate a Nominated Supervisor. If this person is not present, then the service will have delegated responsible people.

All staff must agree to follow the code of conduct/code of ethics that applies to management, educators, coordinators and staff members which clearly explains the responsibilities of all parties in relation one another and to children and families using the service. The approved provider of an education and care service must designate, in writing, a suitably qualified and experienced educator, coordinator or other individual as educational leader at the service to lead the development and implementation of education programs in the service.

There must be enough staff in accordance with The Education and Care Services National law and the Education and Care Services National Regulations 2011 ratios present at all times while children are inside/outside in designated play areas. Staff will be positioned in all areas to effectively supervise children playing in those areas.

Educators will have direct supervision of all children at the centre at all times and a sign in/out record will be maintained throughout the day to identify the number of children in the service at all times. Educators will be required to ensure all children have signed out and left the centre before close each day and reconfirm this with a secure sign in/out system. Clear pathways, regularly maintained and cleaned will provide safe access for all children, families and staff between rooms.

Drop off/Pick up procedures

The following drop off/pick up procedures will be followed by all parents/carers:

- All children must arrive and leave the centre accompanied by a parent or other adult that has been nominated, in writing, by the parent.
- All children must be signed in and out by the parent (or other nominated adult on an attendance register) with arrival and departure times recorded.
- Parents will be advised to use the allocated spaces for parents/visitors in the basement car park, if they drive, and the use of public transport and walking will be encouraged.
- The arrivals and departures policy as required under regulation 168 of Education & Care Services National regulation will include parents complying with all safety and signage procedures in the basement car park and storage of any prams in the designated spaces.
- If parents wish to have an extended conversation with educators or the management they will be advised to make an appointment outside of the peak arrival and departure periods.

Visitors

The following guidelines will relate to any visitors to the centre:

- Visitors to the centre include maintenance personnel and any other person not employed by the centre (excluding the parent of a child enrolled at the centre).
- All visitors must sign in and out on a centre visitor's register with the arrival and departure time recorded.
- The access gate will be a coded/locking system with audio and visual surveillance points in each of the internal/ external play spaces and office areas.
- All visitors are always accompanied by an educator/staff member and not left with any child or children.

Laundry Arrangements

Laundry services will be provided on site for kitchen items and child bibs/washers and be done by the educators on a roster system.

The children typically wear disposable nappies. Any cloth style nappy would be bagged and sent home daily with the child for laundry at home.

If a child has wet or soiled clothing this is bagged and sent home for laundering.

The parent will supply sheets for sleep/rest time and these will be sent home weekly or more often if required for laundering at home.

Food preparation and Service

The parent will provide all the food and drinks for their individual child/children in a labelled lunch box. The arrival routine will include the child/parent placing it in the refrigerator located in each play room. The children will be encouraged to access their own lunch box so this will be part of the agency promoted through the program and a learning opportunity.

Parent/s will be advised upon enrolment of suitable meal/snack ideas, low waste lunches and that food will not be heated.

The service will keep a stock of basic food items such as fruit, bread, cheese and savory biscuits in the event of a child needing additional food during the day.

Children will have an individual drink bottle for water which is taken into the play room and stored in the child's locker.

When it is time for a meal or snack the child will collect their lunch box from the refrigerator and take them to the eating area. Part of the educational program will be for the child to identify their lunch box and agency will be promoted as they learn self help skills to open lunches etc.

To promote sustainable practices parents will be encouraged to use re-usable lunch containers, and recyclable items will be separated for the recycling bin or washed for re-use, food waste will be composted and any plastic wrapping separated for Red-cycling at a local collection point (currently Coles or Woolworths supermarkets).

Centre Management

Daily Program

The daily routine within the centre is referred to as a daily living experience. It is an element of the program that has a major impact on whether or not the child has a good experience. Daily living experiences, including group times, transitions, eating, sleeping and resting, toileting, bathing, dressing, and undressing, and even arriving and leaving, occur at particular parts of the day and provide qualified trained staff with valuable information about the child's daily living skills.

The proposed routines are used as a guide and allows for flexibility to respond to varying circumstances including as adverse weather conditions, culture, children's/family needs and interests, mixed ages, planned experiences and/ or spontaneity. Families and staff work together to ensure each child's specific needs with respect to eating, sleeping, toileting, play and rearing techniques are, as far as possible, consistent with home routines.

The eating/snack routines can be flexible (progressive) which means the children can choose when to eat. The lunch routine for infants is flexible and for the toddlers and preschool aged children they usually eat as a small group.

Sleep/rest routines are again flexible for infants who will all have individual sleep times. For toddlers and pre-schoolers the service will provide stretcher style beds for each child. All children will have a short rest time where beds are located in an area of the play room. After 30 minutes children who are not needing a sleep will have quiet activities. For children going to school the following year the service would discuss with the parent if the child is to be offered a bed to rest on or offered alternative quiet activities. The stretcher beds can either be hung from a wall or stacked depending on the style chosen.

The indicative scheduling program has been structured having regard to:

- The above principles
- The nature of the anticipated activities

The schedule may be changed from time to time dependent upon weather and daylight saving. However, the usage will at all times remain within any conditions of the development consent issued by Council.

For the purposes of this Plan of Management, a reference to quiet passive outdoor play is taken to include the following activities:

- Sandpit
- Drawing
- Seated activities
- Story-telling
- Crawling spaces
- Gardening
- Literature/Poetry
- Arts & Craft
- Science and Biology lessons
- Environmental and exploring lessons
- Interactive Garden
- Role play
- Creative movement (including Yoga).

For the purposes of this Plan of Management active play is taken to include the following activities:

- Sports Program

- Gross Motor Development ie running
- General Outdoor Play ie bikes/ball games

Passive and active play activities can be offered both indoors and out through the flexible daily timetable. A mixture of free play time and structured group times will include both active and passive play activities

The indicative daily program assumes the centre will be at maximum capacity 74 children for the total operating hours – 7.00am – 6.00pm. In reality, this is a situation that is unlikely to occur. Typically, the morning drop off times occur from 7.30am to 9.30 am and the afternoon pick up times will commence around 3pm.

Outdoor play area

The outdoor play areas provide a variety of functional spaces dedicated to specific activities enabling compartmentation and independent supervision of each play area. The open spaces provide a variety of environmental spaces from outdoor areas with no roof structure and some with partial enclosure.

The outdoor play areas at the centre are as follows:

- Outdoor Play Area OPA 1 is the ground floor active play area

OPA1 can be used for active play with the following maximum numbers:

- 0 - 2 years (up to 10 children)
- 2 - 3 years (up to 24 children with OPA2 in use for passive play only – either whole group 0 – 2 years or 3 – 5 years)
- 3 – 5 years (up to 15 children with OPA2 in use for passive play only – either whole group 0 – 2 years; 2 – 3 years or 25 x 3 – 5 years)

- Outdoor Play Area OPA 2 is the outdoor play area on level one for passive play only with maximum numbers:

- 0 -2 years (up to 10 children)
- 2 – 3 years (up to 24 children)
- 3 – 5 years (25 to 40 depending on who is using OPA1)

The outdoor play areas connect via a circular staircase allowing for easy access between spaces.

- (a) Group 1 are the children 0 – 2 years (home room IPA1 Ground floor)
- (b) Group 2 are the children 2 – 3 years (home room IPA2 on level one)
- (c) Group 3 ages 3 – 5 year (home room IPA3)

This timetable is proposed to comply with the acoustic recommendation of background +5dB across the whole day.

Time	Outdoor play area 1 Active	Outdoor play area 2 Passive
7.00am	Family Group (0 - 5 years) Max 15 children	-
7.30am	Group 1 (0 - 2 years) active	Family group (2 – 5 years) max 40 children
8.30am	Group 2 (2 – 3 years)	Group 1 (10 children)
9.30am	Flexible Group 3 (3 - 5 years) Max 15 children at any one time	Flexible grouping for either 2 – 3 years or 3 – 5 years Max 20 children outside at any one time.
10.30am		
11.30am		
12.30pm	Group 1 (0 - 2 years)	
1.30pm	No use	Non Sleepers max 40 children
2.30pm	Group 2 (2 – 3 years)	Group 1 (0 – 2 years)
3.30pm	Flexible group 3 (3 – 5 years) Max 15 children	Flexible group 3 (3 – 5 years) Max 25 children
4.30pm		
5.30pm	Family Group (0 - 5 years) Max 15 children	

Indicative daily program and routine for ages 0 – 2 YEARS (Group 1 home room IPA1)

For children aged 0-2 years, the program is flexible to cater for individual routines.

7.00 – 7.30 am Family grouping with Early Learners and Pre-Schoolers (indoors IPA1 or OPA1 max 15 children)

7.30 – 8.30 am Outdoor Active play (OPA1)

8.30 am Morning tea/ Indoor learning centres or passive outdoor play (OPA2)

9.30 am Indoor learning centres

10.30 am Indoor for group time (story/dance)

11.00 am Lunch and sleep

12.30 am Outdoor play (OPA1)

1.30 pm Indoor play and progressive afternoon tea

2.30 pm Outdoor play in OPA2

4.30 pm Indoor play includes music/movement

5.30 pm Family group with other ages flexible indoor/outdoor (active outdoor play in OPA1 max 15 children)

Indicative daily program and routine for ages 2 - 3 years (Early Learners Group 2 home room IPA2)

7.00 – 7.30	Family grouping with all other ages in IPA1 or OPA1 max 15 children outside
7.30 – 8.30	Family grouping with 3 – 5 years. Flexible indoor/outdoor (active outdoor play in OPA2 max 40 children)
8.30 – 9.30	Outdoor Active Play (OPA1)
9.30 – 12.30	Flexible program with 3 – 5 years – choice of indoor/outdoor (OPA2) to maximum of 20 children outside at any time Progressive morning tea
12.30 – 1.00	Lunch
1.30 – 2.30	Sleep/rest
1.30 – 2.30	Non sleepers outdoor play passive in OPA2 (max 40 children)
2.30 – 3.30	Outdoor play in OPA1
3.30 – 5.30	Indoor play includes story and music
5.30 – 6.00	Family group with other ages flexible indoor/outdoor (active outdoor play in OPA1 max 15 children)

Indicative daily program and routine for Preschool room ages 3 – 5 years (40 children home room IPA3)

This group will have flexible choice to use OPA1 for active play and/or OPA 2 for passive play or indoor play for large blocks of time to support exceeding the National Quality standards.

7.00 – 7.30	Family grouping with other ages IP1 or OPA 1 max 15 children outside.
7.30 - 8.30	Family grouping with 2 – 3's. Flexible indoor/outdoor (passive outdoor play in OPA2 max 40 children).
8.30 – 9.30	Indoor group session (Talk about child's interests, weekly topics, story time, colours, numbers, shapes, days of the week) and progressive morning tea
9.30 – 12.30	Flexible child choice free play either active (OPA1 max 15 children; passive in OPA 2 max 20 children or indoor in IPA3)
12.30 – 1.30	Lunch & Rest time/Quiet activities for the children who do not sleep
1.30 – 2.30	Free choice indoor or passive outdoor in OPA2 (max 40 children)
2.30 – 3.30	Planned group movement and afternoon tea.
3.30 – 5.30	Flexible child choice free play either active (OPA1 max 15 children; passive in OPA 2 max 25 children or indoor in IPA3)
5.30 – 6.00	Family group with other ages flexible indoor/outdoor (active outdoor play in OPA1 max 15 children)

Noise Management Plan

Staff and parents will be instructed in the importance of being a good neighbour to assist in controlling privacy and noise levels, in particular noise levels from outdoor play areas. Initially, this will be part of the induction process and then ongoing using various strategies such as: National Quality Framework (NQF) high quality practice; tools; training and meetings to convey the message.

Staff will consider elements such as noise reduction both between and within spaces when planning and evaluating play.

Outdoor play experiences will be supervised by staff in accordance with The Education and Care Services National law and the Education and Care Services National Regulations 2011 to encourage quiet play and in addition to the centre philosophies, care and learning approach and NQF High Quality Practice Standards.

No amplification of music or sound outside the building.

the operable windows on the eastern façade of the classroom for 2 to 3-year-old children (W 1-04) and the western façade of the classroom for 3 to 5-year-old children (W 1-23) are required to be closed when the classroom is in use. In addition, the classroom for 2 to 3-year-old children is required to have acoustic absorption to 50% of the ceiling with an NRC of noise less than 0.7 to reduce the reverberant build-up of sound in that space.

To satisfy the internal RNP noise target of 35 dB(A) for sleeping areas, the window on the western façade of the cot room (W G-11) is required to be closed when the cot room is in use.

Air conditioning will only be run during business hours.

When playing outdoors educators will constantly monitor children's behaviour and take any child inside who is crying or screaming if they cannot be settled quickly then returned to outside play.

Acoustic fencing and balustrades will be installed and maintained in accordance with the approved development application plans and in accordance with the recommendations of the acoustic consultant.

Property maintenance shall be undertaken at times and in a manner so as to not cause "*offensive noise*" as defined by the Protection of the Environment Operations Act 1997. Maintenance activities shall also satisfy relevant provisions of the Protection of the Environment Operations (Noise Control) Regulation 2008 at all times.

Car Parking

Parents/visitors/staff will have access to 18 car spaces in the basement. This includes 1 accessible space that will include space to facilitate wheelchair access.

Upon enrolment of a child, parents/carers will be provided with information regarding the availability and use of the 18 car parking spaces in the basement car park.

Staff arriving for the 7am start to open the centre will park in the basement (if they are driving).

Staff and parents/carers will be encouraged to walk or use public transport.

Upon enrolment of a child, information / instructions will be provided to all parents/carers regarding the need to comply with parking rules and signage. A sign to this effect will also be displayed in prominent locations within the centre.

The wording of the information/instructions will include the following:

*Parents **MUST NOT** park cars in the following manner when visiting the centre:*

- 1. Within any bus zone.*
- 2. Double or triple park on any public street.*
- 3. Across driveways.*
- 4. On footpaths or road verges.*
- 5. In any “No Stopping” zone or other areas where vehicles are prohibited to park under Motor Traffic Regulations.*

The traffic/parking arrangements will be reviewed within 6 months and 12 months of the commencement of service operations and then again every 12 months in line with the regular review schedule.

Delivery of Goods and Services

The delivery of goods and services will only occur outside peak drop off/pick up hours and whilst staff are present at the centre to accept delivery.

Waste Management

Where possible, food waste will be recycled as compost used in the gardens and as an integral part of the process of promoting on-site sorting and storage of waste products pending re-use or collection with the aim of maximising re-use and minimising disposal.

In addition to composting kitchen and green waste, the centre will use recyclable materials such as paper, plastics etc for the use of children's creative/cognitive box construction. Each play space will have its own storage for re-usable material. This is our way of providing on-going management for waste handling and minimisation in the premise by making it part of the daily life of the centre. Further, this process helps towards promoting and minimising waste and fostering the principles of ecologically sustainable development (ESD) involving the community.

Waste will be collected in the commercial waste/recycling bins to be collected on the street by the council during routine collection schedule.

Bin sizes, quantities, and/or collection frequencies may be modified by the building manager once the proposed development is operational. Building management will be required to negotiate any changes to bins or collections with the collection service provider. Seasonal peak periods such as public and school holidays should also be considered.

Childcare staff will be responsible for storing the waste and recyclables in each play room on a daily basis. General waste and recycling receptacles should be paired next to each other in convenient locations such as offices, kitchens, and playrooms. Nappies must be bagged before being placed into the hands free lidded bin.

On completion of each trading day or as required, nominated staff or contracted cleaners will transport the waste and recyclables to the Bin Storage Room via the lift or stairs, and place into the designated receptacles on Ground Floor.

The centre will use waste services such as Pink Hygiene Solutions for special waste such as sanitary items. Specialised waste will be collected as required.

Complaints Procedure

The child care centre will implement a complaints procedure, including a complaints telephone number which will be capable of receiving and recording complaints at times the centre is not operating.

The owner/operator will maintain a "Complaints Register" recording details of any incident that occurs (including the time of the incident), a description of the incident and any actions taken by the management of the Centre in response to the incident. All complaints must include the details of the person reporting the incident including a contact phone number so that management may follow up any complaint. The option will be given to a Complainant as to whether a complaint is confidential or non-confidential.

An "*Incident*" includes:

- any breach of this Plan; or
- any complaint by any person about the operation of the Child Care Centre.

The owner/operator must investigate any incident within 5 working days and the Complainant will receive a response within 10 working days detailing what action has been taken (if any action is deemed necessary) in order to address the complaint or concern.

The Complaints Register must be updated within 24 hours of any incident/complaint. The owner/operator must review and initial and date all entries made in the Complaints Register in his/her absence whenever he/she is next at the centre.

The Complaints Register will be made available to Council officers for inspection upon request.

The owner/operator must review the Complaints register regularly and where appropriate amend this Plan so as to eliminate the possibility of the incident recurring or to minimise the impacts of the incident should it recur.

All valid complaints shall be investigated and resolved to the best of the childcare centre's abilities as soon as possible.

TBA upon operational state.

Review of Plan of Management

In order to ensure the Plan of Management remains relevant, the Plan of Management will be reviewed:

- Upon any change in relevant legislation.
- If, as a result of a complaint and actions taken in response to that complaint, changes to the Plan of Management are warranted.
- Annually, in relation of centre policies and procedures as required by the National Quality Standards.

Emergency Procedures

Prior to commence of operation of the centre, a risk management plan will be prepared to assess the likelihood of possible emergencies and develop a range of emergency procedures in line with these risks.

These procedures will include emergency evacuation and lock down.

Regulation 97 requires emergency and evacuation procedures to be rehearsed at least every 3 months. Rehearsals should take place at various times of the day and week to ensure that everyone at the service has the opportunity to rehearse. These drills are to be documented to allow for reflection on their effectiveness.

The service will conduct emergency drills more often than required under the Education & Care Services National Regulations as these will be done on a monthly basis.

Emergency Evacuation Plan

Prior to commencement of operation of the centre, a comprehensive Emergency Evacuations procedure will be prepared by a licensed and accredited fire expert. Fire evacuation plans will be installed around the centre as per the expert's recommendations. This plan and the procedures will be checked by DET before a license to operate the centre is issued.

All rooms and outdoor play areas will have an emergency pack which includes whistles for teachers, roll call list, emergency contact details, a torch, water bottle. Staff will take this should an emergency evacuation be necessary.

All rooms will also have the relevant evacuation equipment for each age group such as emergency evacuation cot, the grab and go straps and rope with straps for the children to hold on to.

Management will ensure staff are appropriately trained in the use of fire safety equipment and fully understand the evacuation procedures in the case of a fire emergency. In addition, practice fire drills will occur at least every 3 months to ensure that all staff and children are proficient in the procedures.

Emergency evacuation procedures that are based on the service's floor plans will be prominently displayed near each emergency exit. The Emergency Evacuation Procedure will detail the steps to be taken in the event of an evacuation including specific roles that need to be carried out by staff.

The service will maintain an up-to-date and compact register of emergency telephone numbers that must be taken in an emergency or evacuation.

Emergency telephone numbers will be displayed prominently throughout the service near all telephones.

The service will ensure educators are provided with training on how to use fire extinguishers, fire blankets and other emergency equipment.

Fire extinguishers, fire blankets and other emergency equipment will be tested as recommended by the manufacturer by recognised authorities. All tests must be documented.

Emergency and evacuation procedures will be discussed with families and regular information will be provided to families.

The Nominated Supervisor is responsible for ensuring that all educators, including relief educators and staff members, are aware of the service's policies and procedures relating to Emergency Management and Evacuation.

Informal games and discussions will be used to familiarise children with the service's evacuation and emergency procedures.

The service has a range of evacuation equipment to cater to the various ages and mobility of children. This will include a portable emergency evacuation cot, 'grab and go' straps and evacuation ropes. Part of the evaluation process when evacuation practices are done is to determine any issues or challenges that need to be addressed.

Proposed Evacuation Procedure

Evacuation and emergency procedures will be finalised with consultation from expert prior to service approval.

Evacuation signal will be a whistle blown for 3 seconds and repeated as necessary until all areas are aware of need to evacuate.

Whom ever blows the whistle will also call where emergency is within the building.

Upon hearing the signal the educator in the area will gather the group of children and tell them where they are walking to. For example "Let's hold hands and walk to the door"

Children will be gathered for a head count before leaving their area and then each level will have a staggered route down the fire stairs.

The responsible person on duty will collect the sign on sheets from reception area (or tablet if electronic sign in) and the emergency evacuation bag/phone on the way out. They will call emergency services.

If the responsible person is supervising a group of children another educator who is close by will take over supervision of those children.

When all children and staff are assembled the responsible person will call the roll to ensure everyone is at the assembly area.

Meeting evacuation point is shown on the emergency evacuation diagram.

Evacuation from each level would be staggered and the order determined by a fire evacuation expert and then modified if necessary after reflection/evaluation of drills had occurred.

Children will be seated at the evacuation area and sing songs/have stories until the all clear to return to the play rooms is given or await collection from the parent.

The service has a supply of food available on site should an emergency occur that prevents children leaving the site.

Draft Lock down Procedure:

Whilst many emergency situations will require staff and children to evacuate from the Service, there are potential situations that will require the Service to go into 'lockdown'.

Within early childhood services there are two types of lockdown that may be required:

- **'Full lockdown'** indicating that there is a potential threat outside that you wish to prevent from entering the building. For example:
 - Potentially dangerous unwanted or uninvited intruder
 - Potentially dangerous person due to intoxication or substance abuse
 - Receiving an emergency services warning about a reported incident or civil disturbance
- **'Shelter-in-place'** which generally will be required when there is a real or perceived threat to health or safety. For example:
 - Severe storms
 - Extreme smoke from a local or distant bushfire
 - Chemical or hazardous substance spill
 - Gas leak / atmospheric hazardous substance
 - Flood outside of the service
 - Unidentified dangerous animal or insects

Lockdown means that all windows and external doors are locked, and where possible internal doors are locked, and blinds closed.

For a 'Shelter-in-place' lockdown children are able to participate in the usual experiences and activities: However, for a 'Full lockdown' children and adults must be moved to a room/position that does not allow them to be viewed.

Risk assessment in possible emergency situations:

Type of emergency	Issue	Risk	Control strategies
Any evacuation	Child wanders off	Possible	Younger children have grab and go straps. Older children hold the rope.
Any evacuation	Traffic	Possible	Responsible person will have a safety vest and stop traffic if required.

Any emergency	Child distress	Likely	Have regular practice drills and discussions about how the children will be kept safe. Regular visits from emergency services such as fire brigade to assist children become familiar with sirens/lights.
Any evacuation	Children may be asleep when evacuation occurs	Possible	Have practice drills during these times.
Any emergency	Phone line is cut	Possible	Responsible person to take alternate phone such as mobile.

Appendix One: Operational Policies

The Education and Care Services National Regulation 168 requires the service to have the following policies that will be developed before the service approval is granted.

- (a) health and safety, including matters relating to—
 - (i) nutrition, food and beverages, dietary requirements; and
 - (ii) sun protection; and
 - (iii) water safety, including safety during any water-based activities; and
 - (iv) the administration of first aid; and
 - (v) sleep and rest for children;
- (b) incident, injury, trauma and illness procedures complying with regulation 85;
- (c) dealing with infectious diseases, including procedures complying with regulation 88;
- (d) dealing with medical conditions in children, including the matters set out in regulation 90;
- (e) emergency and evacuation, including the matters set out in regulation 97;
- (f) delivery of children to, and collection of children from, education and care service premises, including procedures complying with regulation 99;
- (g) excursions, including procedures complying with regulations 100 to 102;
- (ga) if the service transports or arranges transportation of children other than as part of excursions, transportation including procedures complying with Division 7 of Part 4.2 of Chapter 4;
- (h) providing a child safe environment;
- (i) staffing, including—
 - (i) a code of conduct for staff members; and
 - (ii) determining the responsible person present at the service; and
 - (iii) the participation of volunteers and students on practicum placements;
- (j) interactions with children, including the matters set out in regulations 155 and 156;
- (k) enrolment and orientation;
- (l) governance and management of the service, including confidentiality of records;
- (m) the acceptance and refusal of authorisations;
- (n) payment of fees and provision of a statement of fees charged by the education and care service;
- (o) dealing with complaints.