

**NOVEMBER
2023**



PLAN OF MANAGEMENT

PROPOSED TO:
Cumberland City Council

SITE ADDRESS:
46-52 Ferndell Street
SOUTH GRANVILLE NSW



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EARLY CHILDHOOD SERVICE DETAILS

(CONTINUED)

The service will utilise this plan of management as a way to be compliant through meeting related National Quality Framework legislation and to continue to develop the quality of the service through a quality improvement plan.

Early childhood education and care facilities are required to operate under the National Quality Framework (NQF). The NQF consists of law and regulations and the National Quality Standards. These standards consist of 7 Quality Areas. The Planning Guidelines are linked to this NQF to ensure quality design of premises supports the quality practices of the service. The design of the premises needs to be *fit for purpose* (NQA 3) to support the service to be compliant with the NQF.

A team of subject matter experts have collaborated and reviewed the design against the NQF to produce a service for children that will have an environment that supports the wellbeing, health and safety of children.

This operational management plan produces a strong foundation for the Approved Provider of the service to build upon with their own business vision, philosophy and strategic plan. To create a high quality environment that continues to meet the best interest of children.



EARLY CHILDHOOD SERVICE DETAILS

ADDRESS

46-52 Ferndell Street

SOUTH GRANVILLE NSW

OPERATING HOURS

Monday to Friday 7:00am to 6:30pm

The service will close on public holidays

CHILDREN AND EDUCATORS

Playroom 1: 11 Infants (0-2 years) and 3 educators, (Ratio 1:4)

Playroom 2: 25 Toddlers (2-3 years) and 5 educators, (Ratio 1:5)

Playroom 2: 25 Toddlers (2-3 years) and 5 educators, (Ratio 1:5)

Playroom 3: 30 Preschoolers (3-6 years) and 3 educators, (Ratio 1:10)

Playroom 4: 30 Preschoolers (3-6 years) and 3 educators, (Ratio 1:10)

Total Children: 121

Total Educators: 19

QA1 PROGRAMMING AND PLANNING

We have considered the following early childhood legislation and other mandates in accordance with designing the building to ensure it is fit for purpose.

Quality Area 1 - Educational Program and Practice	
1.1	The educational program enhances each child's learning and development.
1.2	Educators facilitate and extend each child's learning and development.
1.3	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.
Early Childhood Education and Care Regulations	
73	Educational Programs
74	Documenting of child assessments or evaluations for delivery of educational programs
75	Information about educational program to be kept available
76	Information about educational program to be given to parents
Related Mandates	
n/a	Belonging, Being and Becoming: The Early Years Learning Framework

PROGRAM AND PRACTICE

The early childhood education program will link to other quality areas to ensure a rich program for children. This will include learning in relation to sustainability and teaching children how to play in healthy and safe ways.

The early childhood program will be supported by the Early Years Learning Framework. This framework allows our educators to design an environment and utilise strategies that support children to be able to feel belonging, being and becoming out our service. The outcomes of this framework enhances children's learning and development through play based and child centered approaches.

Our educators will reflect on the program, the service environment and their use of strategies to find ways to continue to improve practices.

Educators will assess children's learning and discuss the progress of children's learning and developmental progress with families. Educators will build relationships with families that are collaborative and utilise strength based approaches in order to develop consistency between home and the service.

Routine

Routine												
Time	12 Infants 1:4		25 Toddlers 1:5		25 Toddlers 1:5		30 Pre-schoolers 1:10		30 Pre-schoolers 1:10			
7:00	Service Opens											
7:00-7:30	PB	FG	PB	FG	PB	FG	PB	FG	PB	FG		
7:30-8:00												
8:00-8:30												
8:30-9:00	NC/T	IP	IP		IP		IP		IP			
9:00-9:30	PMT	OP	NC/T	OP	NC/T	OP	T	OP	T	OP		
9:30-10:00	OP		PMT		PMT		PMT		PMT			
10:00-10:30	NC/T		OP		OP		OP		OP		OP	
10:30-11:00	L		NC/T		NC/T							
11:00-11:30	ST	IP	L			L	NC/T		NC/T			
11:30-12:00							L		L			
12:00-12:30	NC/T		SRQT		SRQT		SRQT		SRQT			
12:30-1:00	PAT											
1:00-1:30	ST	IP	NC/T		NC/T							
1:30-2:00			L		L		T		T			
2:00-2:30	NC/T		IP		IP		PAT		PAT			
2:30-3:00	PAT	OP	OP		OP		OP		OP			
3:00-3:30	OP		NC/T	OP	NC/T	OP						
3:30-4:00	IP		PAT		PAT							
4:00-4:30	NC/T		IP		IP							
4:30-5:00	Late Snack											
5:00-5:30	Family groupings occur as the number of children dwindles. Outdoor experiences are packed away to allow for improved supervision of children in specific, more contained areas, and the indoor experiences are reduced depending on the numbers and needs of children.											
5:30-6:00												
7:00	Service Closes											

Code	Meaning	Further Information/Explanation
FG	Family Groupings	To allow children to play with siblings and to ensure adequate supervision when numbers of children are lower, the different rooms are grouped together.
PB, PMT, L, PAT	Progressive breakfast, morning tea, lunch & progressive afternoon tea	As a part of quality practices under the National Quality Framework services are required to meet the needs of individual children. Having progressive mealtimes allows children to eat when hungry according to their needs.
NC, T	Nappy Change and Toileting	Children are required to have their nappy changed every two hours and then again in between where necessary. Children are encouraged to go to the bathroom before lunch and to go to wash their hands before eating.
ST, SRQT	Sleep Time, Sleep, Rest and Quiet Time	According to the law children's individual sleep needs need to be followed and no child is to be forced to sleep but encouraged if they need sleep. In the infant's room some children sleep all day and thus the routine may change for some children. Quiet activities are set up in the preschool rooms for children who don't sleep.
IP	Indoor Play	The service will provide blocks of time for both indoor and outdoor play.
OP	Outdoor Play	

QA2 HEALTH AND SAFETY

We have considered the following early childhood legislation and other mandates in accordance with designing the building to ensure it is fit for purpose.

Quality Area 2 – Children’s Health and Safety	
2.1	Each child’s health and physical activity is supported and promoted.
2.2	Each child is protected.
Early Childhood Education and Care Regulations	
165	Adequate Supervision
167	Harm and Hazards
77, 168	Health, Hygiene and Safe Food Practices
85	Incidents, Injury, Trauma and Illness
88, 168	Infectious Diseases
89, 168	First Aid
90, 182	Medical Conditions Policy

Risk assessments, audits, processes, practices and the environment are continuously reviewed to gauge where our strengths and improvements are and how we can offer safety for our children from concept of design through to operation of service.

We have considered the following early childhood legislation and other mandates in accordance with designing the building to ensure it is fit for purpose.

ADEQUATE SUPERVISION

When employing staff their knowledge, skills and attitude will be taken into consideration to ensure they are able to suitably supervise children. As a part of induction staff will be informed of supervision processes and responsibilities. This will include being aware of the number of children they have through conducting regular head counts. Staff will remain in child to staff ratio and work directly with children.

Staff when supervising children will be compliant within education and care regulations by ensuring they meet educator to child ratio and working directly with children.

A risk assessment will be completed of the outdoor environment to assist staff in where and how to supervise.

HARM AND HAZARDS

Policies and procedures will advise staff of how to take reasonable precaution in protecting children from harm and hazards. This will include conducting open and closing premises checks of the indoor and outdoor environment. Conducting risk assessments to protect children from risk of harm within the service by eliminating and reducing hazards within the environment and the surrounding community for children.

All visitors will need to produce identification in order to enter the premises and all staff will need to have a Working with Children Check. All staff will be trained in child protection and have refresher training every 12 months.

Further training will provide for stakeholder training and awareness of how children can be safe traffic participants to learn the vital skills to be safe within their community near roads, cars and traffic. The building is constructed according to Building Codes, Australian Standards and Environmental Planning to provide a base safe environment.

All resources purchased by the service will meet the Australian Standards such as cots for the cot room. Cupboards are designed to keep hazardous and harmful substances out of reach in locked cupboards and storerooms away from children.

HEALTH, HYGIENE AND SAFE FOOD PRACTICES

There are separate sinks on the premises to avoid cross contamination between craft, toileting and food handling. The service will continue to ensure policies and procedures follow correct hygienic practices.

The approved provider will employ a qualified cook with training in safe food handling and nutritious menu planning in order to ensure the practices are adequate. The building provides a large storage and refrigeration space to ensure food is stored and handled appropriately. The cook will conduct regular checks to ensure the safe handling of food such as temperate checks of the food before serving to children and to reduce any bacterial growth. The service will display the weekly menu for all families to have access to. The menu will be designed seasonally.

During sleep and rest periods for children staffing ratio will not be reduced to ensure adequate supervision of children at all times.

Incidents, Injury, Trauma and Illness: Any serious incidents according to the Early Childhood Education and Care Legislation will be notified to the Early Childhood Education and Care Directorate.

INCIDENTS, INJURY, TRAUMA AND ILLNESS

Any serious incidents according to the Early Childhood Education and Care Legislation will be notified to the Early Childhood Education and Care Directorate. The service will reduce the likelihood and where possible eliminate risks of harm and hazards within the environment. This will be done through completing risk assessments of the physical environment and the processes and practices of the service.

INFECTIOUS DISEASES

The service will use “Staying Healthy in Child Care” written by the National Health and Medical Research Council to support staff in providing families with information in regards to symptoms and incubation periods. The service policy will ensure that children can be excluded from care for 24 hours after gastroenteritis and the service can seek confirmation from a doctor before allowing re-entry of the child to care. The service will have COVID policies and procedures inline with requirements from the national and state government health regulatory authorities and the state department of education.

FIRST AID

First aid kits will be easily accessible and adequate for all staff and children within the service. There will be the addition of an emergency transportable first aid kit and emergency bag for emergency evacuations. Regular procedural checks of first aid kit stock will be conducted.

TELEPHONE AND COMMUNICATION EQUIPMENT

The premises is designed with a communications room and telephone system to ensure that all staff can have access to a phone line at any time in the case of emergency.

All phones connection points will have displayed copy of the emergency contacts and questions in case of a Bomb Threat. Phones within the playroom will be portable to allow free movement of use in an emergency when needing to monitor any persons.

Communication systems will restrict access to ensure only approved stakeholders are able to enter the premises.

MEDICAL CONDITIONS POLICY

The service will implement the required policies and procedures in relation to asthma, allergy or anaphylaxis and diabetes. The service will ensure required staff are up to date with related First Aid training. During the enrolment process this information will be required and children will not be permitted to start without the required documentation and this includes medical management plans, risk minimisation and communication plans.

Onsite Emergency Evacuation Procedures

Onsite Emergency Evacuation Procedures

When it is unsafe for children, staff and visitors to remain inside the facility's building the Nominated Supervisor on-site will take charge and direct staff as necessary. The Nominated Supervisor (NS) or the Responsible Person (RS) in day to day charge of the service at the time of the emergency will be the 'Fire Warden'. Each team leader will assist the fire wardens for their room.

Step 1 – Raising the Alarm

Person who identified the emergency will **call 000** and inform emergency services and advise the **fire warden**.

- The **fire warden** is to; raise the alarm to advise staff, get the cellular phone and where possible shut off power if safe to do so.
- Person identified the emergency or the fire warden are to contain the emergency where safe to do so. Staff have access to fire blanket and fire extinguishers within the service and their rooms. The kitchen also has access to equipment.
- The kitchen and admin staff are to support and be directed safely by the fire warden to help where needed.

Step 2 – Prepare children and obtain equipment

Each **team leader** in each room is to get **emergency bag and daily attendance** located at the exit point of their room. *The emergency bag contains some clothing and spare hats, sunscreen, non-perishable food, water, first aid kit (including asthma and epi pens), high vis vests, current emergency contacts list, children's emergency management plan, nappies and wipes.*

- Staff are to **implement the emergency management plan** together as a team following directions as needed by the team leader in their room as directed by the fire warden.
- All staff are to **check their rooms** and bathrooms, including behind furniture and bring all children together as a group and check attendance with a head count. Fire warden or staff to use fire extinguishers or blankets as appropriate to contain the fire. Once rooms have been checked and cleared of all persons, then the rooms where possible can be closed to contain the fire or emergency.
- Fire warden to check all rooms where safe to do so.
- All staff to **remain calm** and talk to children in the same manner. Advising children with short word sentences. Reminding children and at the same time allowing children to hear their voice with comfort. Using words and strategies that do not escalate fears. Staff observe body language of all children to see who needs extra support as exiting the building in order to keep all children calm and more likely to follow directions.
- Dependant on the room, the staff will assemble children and guide them with the use of the following age appropriate safety aids;
- **Infants Room** - Infants under 4 months are harnessed to educator in a baby carrier. The remaining babies are placed into an evacuation cot. The two educators pushing the evacuation cot are not to have babies harnessed to themselves.
- **Toddler Room and Pre-schoolers Room** – Children are to form two lines and utilise the **rope** (Walkadile, attached to waist) to keep children grouped together.
- Staff to continue to take **head counts** as they exit the building. Talking together as a team of staff to confirm numbers.

Step 3 – Exiting the Building (continued)

Staff should follow the path as indicated from the emergency map of their play room and lead children to **avoid hazardous** areas. Staff are to alter pathways according to the fire, flood or emergency that is approaching.

- **Preschool** staff are to be the barrier between the road and the children by keeping children to their left in two lines with the rope (Walkadile). Staff are to be spaced out over the group and close to children to supervise the entire group. With at least one educator leading the group and an educator at the back of the group to ensure no one is behind the last educator.
- Team leaders will take another head count to ensure all children and staff in their room are accounted for.

Step 4 – Assembly Area

- The assembly area is at **46-52 Ferndell Street SOUTH GRANVILE NSW**
- The child care service is to be grouped together **separate** from other **stakeholders of the premises**.
- Fire warden will **account for all stakeholders** including; children, staff (including kitchen and admin) and visitors with team leaders who have taken attendance of their room's children and staff.
- The fire warden will ensure **communications with emergency services** is maintained.
- The team leader in each room will check the surrounding area and **clear hazards** before assembling children in room groups to the assembly area. Children in each room group will stay grouped together.
- **Staff positioned** to keep children close together. Some staff seated at child level with children to meet the emotional and physical needs of children and some standing to supervise the group of children. Team leader in each group to communicate roles to be completed and completed within their room group and as an entire service as necessary.
- Staff will discuss in an age appropriate manner the situation and listen, observe and monitor children's physical and emotional needs. Staff to engage children in floor activities such as singing, story telling and seated games.
- Fire warden will ensure everyone is calm, offer support and ensure all staff are following the procedure where appropriate to supervise and keep children safe. Staff to continue to communicate with each other tasks to be completed and completed.
- Team leader will allocate staff members in each group to attend to **first aid** as necessary. (All staff are qualified in first aid)
- Fire Warden is to **confirm with emergency services** when it is **safe to return** to the building and normal operations.
- A joint text will be sent out to **notify parents** or guardians with information in relation to the emergency and steps they need to take. When a parent or guardian can't be contacted then the next 2 **emergency contacts** will be notified.
- The fire warden will contact and seek advice from the **Approved Provider** or Representative if required.
- Fire warden to maintain a **record of actions**/decisions undertaken and the related times.

Required Actions after Emergency Evacuation

- Follow up to ensure any children, staff or visitors with **medical** or other needs are supported.
- Determine if there is any specific information staff, children and visitors need to know (e.g. parent reunification process or areas of the facility to avoid). Utilise the '**Emergency Alert Notice**'. Send any emails as necessary and appropriate.
- Undertake operational debrief with staff to identify any procedural changes that may be required. Utilising '**Post Emergency Record**'
- Report any serious incidents to the relevant **Regulatory Authority** within 24 hours as regulated to.

Required Actions in Preparation of Possible Emergency Evacuation

- **Fire evacuation drills** will be conducted every three months. All fire wardens at time of duty will be aware of their responsibilities and each (NS and RS) will be involved in and lead at least one emergency evacuation drill every 3 months. The services forms will be utilised to document drills and reviews of practice and environment. Forms include '**Emergency Drill Record**', '**Emergency Evacuation Notice**', '**Emergency Drill Observers Record**', and '**Post Emergency Record**'.
- The **emergency bags** and **first aid kits** to be **checked** every month to ensure items are within use by date and suitable for use.
- **New staff** will receive **training** and information in relation to emergency evacuation procedures and how to use fire extinguishers and equipment.
- All **new visitors** to the service upon entry will be advised of the **emergency exit** information.
- **Risk assessments** to take place to minimise and eliminate likely hood of risks that could lead to emergencies. Including ensuring all emergency exit pathways are clear as a part of the daily opening safety checklist.

Date last reviewed; November 2023

Emergency Exit - Child Safety Apparatus

The following information gives a visual depiction and overview of the safety apparatus that will be utilised to help staff to keep children contained near roads and traffic.

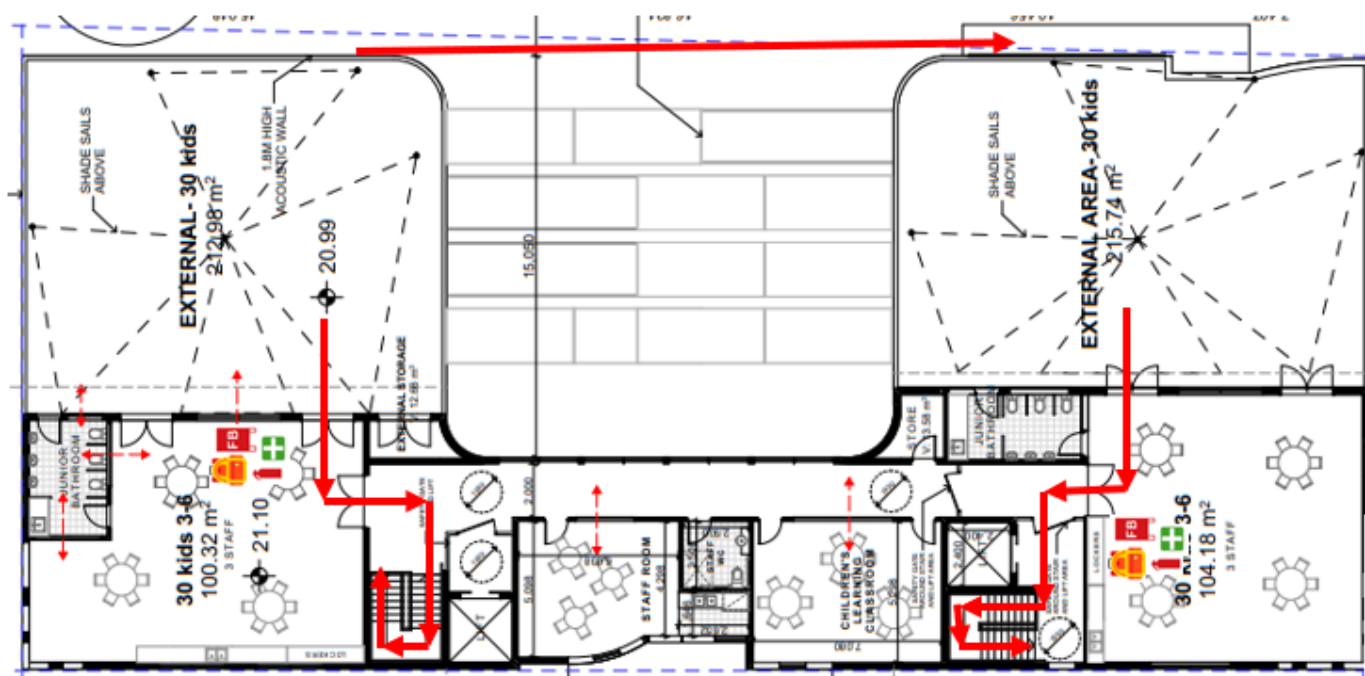
INFANTS - Evacuation Cot and or Body Harnesses are utilised for the infants' room. The service will enroll no more than 8 non walking babies (usually under 12 months). Infants under 4 months will be harnessed to the front of an educator. Older infants will be placed in the evacuation cot










TODDLERS AND PRESCHOOLERS - Rope in documentation is referring to a product that attaches children to a rope via waste or wrists. Sample pictured below. One of the popular brands is the Walkadile.



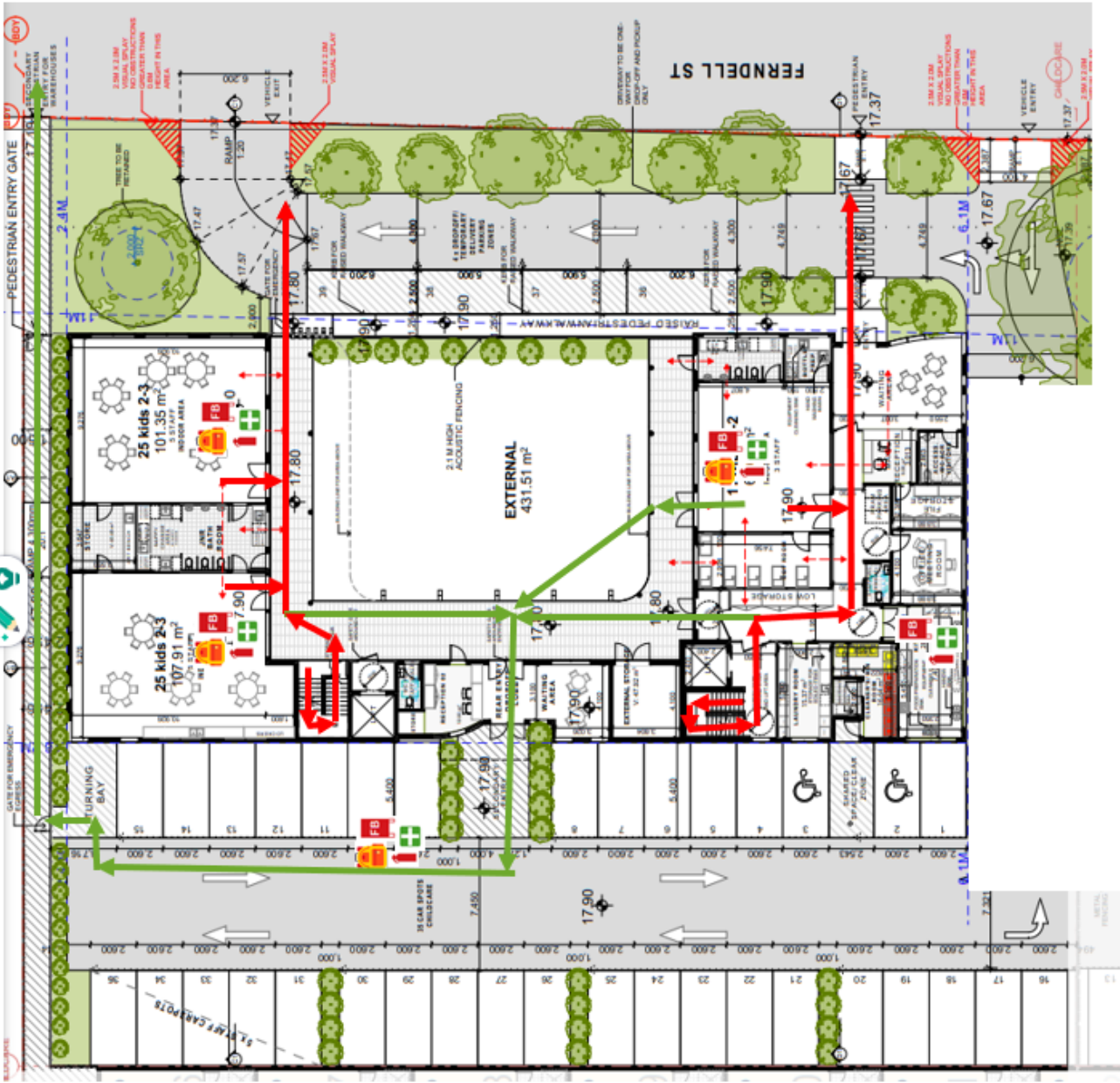
Emergency Evacuation Map - First Floor



46-52 Ferndell Street
SOUTH GRANVILLE
NSW

Legend	
Assembly Point	
Primary Pathway	
Secondary Pathways	
Fire Extinguisher	
First Aid Kit	
Emergency Bag	
Emergency Blanket	

Emergency Evacuation Map – Ground Floor



46-52 Ferndell Street
SOUTH GRANVILLE
NSW

Legend	
Assembly Point	
Primary Pathway	
Secondary Pathways	
Fire Extinguisher	
First Aid Kit	
Emergency Bag	
Emergency Blanket	

Emergency Evacuation Policy

Introduction – Statement, Reason and/or Explanation

Emergency evacuation situations in an education and care service can arise in a number of circumstances and for a variety of reasons. In the event of an emergency or evacuation situation, the safety and wellbeing of all staff, children, families and visitors to the centre are paramount and as such, this education and care service is committed to identifying risks and hazards of emergency and evacuation situations, and planning for their reduction or minimisation, and ongoing review of planned actions around handling these situations.

Goals – What we will do

- We aim to have appropriate responses in the event of an emergency by planning, practicing and reviewing emergency evacuation drills.
- We aim to review our practices in the event of an emergency to improve practices and the environment further where needed and identified.

Strategies – How we will achieve this.

Risk management approach to emergency and evacuation situations

The Approved Provider and Nominated Supervisor will:

- Ensure that sufficient and appropriate equipment and resources are available for dealing with any emergency or critical incident likely to impact the service
- Ensure that all equipment, including warning, alarm and communication systems, fire detectors and fire extinguishing equipment etc. is maintained in accordance with the manufacturer's / installer's instructions and a procedure in place to ensure this happens such as putting in a calendar reminder.
- Ensure that all emergency and exit signs are clearly visible.
- Ensure that all persons at the service are aware of their role and responsibilities in the event of an emergency.
- Work together with staff to identify potential emergency and evacuation situations that may arise at the service through risk assessment of environment to have possibility to identify associated risk in such situations.
- Work together with staff to develop procedures to manage all risks associated with emergency and evacuation situations.
- Allow all stakeholders the opportunity to contribute to the policy and advise all stakeholders of changes to policies and procedures.
- Ensure the development of an emergency evacuation floor plan identifying exit pathways from each room to the assembly area.
- Ensure staff have access to a working/operating telephone and similar means of communication and the emergency phone numbers are displayed at all telephones.
- Ensure educators and staff have ready access to emergency equipment such as fire extinguishers and fire blankets, and that staff are adequately trained in their use.
- Ensure that emergency equipment is tested as recommended by recognised authorities.

- Ensure emergency bags and contained first aid kits have all necessary items and are of quality for use and within their use by dates. Ensure emergency bags are accessible and visible for all staff in each room. Appropriate forms for emergency bag and first aid kit checks are to be utilised and filled out every month.
- Ensure that only qualified, accredited persons install, repair and/or maintain electrical equipment.
- Ensure that escape route and emergency exits are clear of obstructions at all times (that is, objects and/or vehicles are kept at least two (2) metres from any exit). This is checked daily as a part of the opening safety checklist.
- Ensure that the relevant government authorities are notified in the event of a serious emergency or critical incident.
- Ensure that counselling and debriefing services are made available for all those involved in an emergency/critical incident situation where required. (The level of debriefing and/or counselling that may be required will vary according to the extent of the emergency and/or casualties, any difficulties experienced in implementing emergency procedures etc.)
- Ensure that families are regularly reminded of the emergency procedures in place at the service.
- Display near all centre telephones current emergency telephone numbers that includes doctor, hospital, ambulance, pharmacy, Public Health Unit, Police, Fire Brigade, Poisons Information Centre

Educators and staff will:

- Assist the Nominated Supervisor in identifying risks and potential emergency situations
- Assist the Nominated Supervisor in developing procedures to lessen the risks associated with emergency evacuations
- Ensure they are aware of the placement of operating communications equipment and emergency equipment and are confident in their ability to operate them.

Scheduled and spontaneous rehearsals of responses to emergency situations**The Approved Provider and Nominated Supervisor and Responsible Persons will:**

- Please note – There is to always be a Nominated Supervisor Responsible Person in charge whilst the service is operating. Whilst the Nominated Supervisor is in charge, they will be the Fire Warden in the event of an emergency evacuation. When the Responsible Person is in the Nominated Supervisor's role then they will be the fire warden.
- Provide staff and educators with specific procedures around all potential emergency situations
- Ensure that the evacuation procedures are in accordance with the evacuation floor plan
- Ensure that rehearsals of evacuation procedures are regularly scheduled, in accordance with the Early Childhood Education and Care National Law and Regulations, every 3 months.
- Ensure that staff are aware of when scheduled emergency evacuations drills are to take place.

- Ensure that spontaneous rehearsals also take place to ensure staff participate in the simulation of an unplanned, emergency evacuation events and provide staff with evaluation/feedback forms after each scheduled and spontaneous rehearsal to
- Assist in refining their risk management procedures around the safe evacuation of stakeholders.

Educators and staff will:

- Be aware of upcoming scheduled emergency evacuations, and be ready in the event of a spontaneous simulated evacuation
- Will provide children with learning opportunities about emergency evacuation procedures at a developmentally appropriate level
- Be alert to the immediate needs of all children throughout the scheduled and spontaneous evacuation drills.

Documentation and Record Keeping**The Approved Provider and Nominated Supervisor will:**

- Ensure all scheduled, spontaneous and actual evacuations are documented and reviewed;
- Ensure all staff are involved in evaluation of each evacuation; and
- Ensure all emergency contact lists are updated as required.

Preparing Emergency Procedures*Emergency procedures must include:*

- an effective response to an emergency;
- evacuation procedures;
- notification of emergency services at the earliest opportunity;
- medical treatment and assistance
- effective communication between the Nominated Supervisor or responsible person on duty and all persons at the service.
- The emergency procedures in the emergency plan must clearly explain how to respond in various types of emergency, including how to evacuate children, staff and families from the service in a controlled manner.
- The procedures should be written clearly and simple to understand.

Where relevant, the emergency procedures should address:

- allocation of roles and responsibilities for specific actions in an emergency to persons with appropriate skills, for example team leaders in each room as area wardens.

- clear lines of communication between the person authorised to co-ordinate the emergency response and all persons at the service;
- the activation of alarms and alerting staff, children and families
- the safety of all the people who may be at the service in an emergency, including visitors and children who will require special assistance to evacuate
- identification of safe place ensuring that the service assembles separate to other residents or stakeholders of the building not associated with the children's service.
- distribution and display of a site plan that illustrates the location of fire protection equipment, emergency exits and assembly points
- the distribution of emergency phone numbers, including out-of-hours contact numbers access for emergency services (such as ambulances) and their ability to get close to the service
- regular evacuation practice drills
- the use and maintenance of equipment required to deal with specific types of emergencies (for example, spill kits, fire extinguishers, early warning systems such as fixed gas monitors or smoke detectors and automatic response systems such as sprinklers and first aid kits and emergency kits)
- regular review of procedures and training.
- emergency procedures must be tested in accordance with the emergency plan in which they are contained.
- all educators and staff must be instructed and trained in the emergency evacuation procedures and related equipment.

According to Safe Work Australia Managing the Work Environment and Facilities: Code of Practice as outlined above.

Proactive Risk Control Measures

A risk assessment must be completed of all potential emergency risks at the service. Any emergencies that occur must be recorded and evaluated to ensure consistent safe practices.

In relation to fire, proactive risk control measures implemented at the service include:

- waste is appropriately stored and regularly removed
- smoke detectors and firefighting equipment are installed and maintained according to the
- manufacturer's instructions
- appliances are checked for faults (for example, frayed cords) before use
- the use of extension cords, double adaptors etc. is discouraged.

Date created	November 2023
Links to Early Childhood Education and Care Regulations 2011	97, 99(4) (d)(ii), 168
Links to National Quality Standards/Elements	2.2.2 Incident and emergency management
Links to Statutory Legislation and Considerations	n/a
Sources/References	http://www.community.nsw.gov.au/docswr/assets/
Further Reading/Reflection	http://www.theguardshack.com/mainarticle/articles/7/1/PASS-the-fire-extinguisher-please/Page1.html http://stjohn.org.au/first-aid-facts http://www.cscentral.org.au/Resources/managing-

Noise Management Policy

Introduction – Statement, Reason and/or Explanation

This policy is to assist in the management and reduction of noise at the education and care centre in line with current legislation and consideration of all stakeholders to ensure children's need for physical outdoor activity is offered and provided and neighbouring properties residence and businesses are not impacted by any nuisance or hazardous noise.

Goals – What we will do

- To assist in the management and reduction of noise inline with current legislation and consideration of all stakeholders to ensure children's need for physical outdoor active play is offered and provided and neighboring properties residence and businesses are not impacted by any nuisance or hazardous noise.

Strategies – How we will achieve this.

Strategies for staff to follow to consider for minimal noise impact;

- Staff are fully aware of the need to control excessively noisy behaviour;
- Outdoor play activities are designed and managed to maintain children's interest and attention;
- Educators are qualified in how to guide children's behaviour in appropriate ways in a strength based approach where educators build positive and responsive relationships with children;
- Children's behaviour is guided quickly and promptly to ensure a more peaceful and calmer environment. Educators are qualified in how to observe children's behaviour and guide appropriately this naturally reduces noise through children being contented and happy and less frustrated as educators use appropriate positive strategies based on children's individual and group needs;
-

Strategies for staff to follow to consider for minimal noise impact;

- Whilst active play is encouraged, screaming and shouting is not – it is considered that this type of behaviour can be intimidating to other children. Crying children will be comforted immediately;
- There is no use of percussive, hard wheeled and other potentially noisy toys in the outdoor play area close to residential areas;
- Noisy and music experiences will not be offered close to neighbouring property fence line or within passive areas.

Strategies for staff to follow to consider for minimal noise impact; (continued)

- Staff are to control the level of their voice whilst outside;
- No music systems are to be used in the outdoor play areas at anytime;
- Staff to create mentally and physically stimulating environments so children are engaged and focused in play;
- As a part of orientation for children, families will be informed of their responsibility to ensure they respect the noise levels within the car park upon arrival and departure of the service. This includes avoiding idling at the entrance of the driveway as much as feasibly possible.

Strategies for management to follow to consider for minimal noise impact

- Staff induction to include staff to be made aware of the centres policy and procedures for noise reduction.
- The approved provider will maintain a register of any noise complaints received. All complaints shall be dealt with promptly to ensure service strategies comply with the service policy to reduce noise. Complaint register shall log the time, date, contact details and any details of what caused the noise. The service will advise the complainant within 48 hours of any action undertaken as a result of reviewing processes to reduce noise as a result of reviewing the complaint. These actions will be recorded in the register. As required by law the complaints number will be available at the service. Services are required by law to have contact details for complaints on display in the foyer of the service. The service will display this information for people to see before entering the premises.
- At least one designated responsible person shall be available on site at all times during operational hours.
- A copy of the noise management policy and procedure will be made aware to all parents / guardians and business or tradesperson in order for them to understand and comply with centre requirements
- Should noise complaints persist, the Centre will engage the services of a recognised Acoustical Consultant (being a full and current member of the Australian Acoustical Society) to monitor noise levels and provide advice on any additional noise mitigation measures (if required)
- Acoustic reporting will be recorded in the register and any required follow up.

Date created	November 2023
Links to Early Childhood Education and Care Legislation	<ul style="list-style-type: none">• Early Childhood Education and Care Law• Early Childhood Education and Care Regulations
Links to National Quality Standards/Elements	2, 3, 5
Links to Statutory Legislation and Considerations	<ul style="list-style-type: none">• Work Health and Safety Regulations• Planning and Environment Legislation Child Care
Sources/References	n/a
Further Reading/Reflection	n/a

Road and Traffic Safety

Introduction – Statement, Reason and/or Explanation

According to research on child road safety it is important to teach children to be safe traffic participants. Teaching children the skills and knowledge needed. It is recommended children are given safe opportunities with responsible adults to learn road safety. Children need to learn cognitive skills required include; perceptual processing, spatial orientation, spatial relationships, colour perception and discrimination, understanding traffic signs and gross motor skills. It is important to note that children are ready to be independent safe traffic participants at different ages and stages.

As a part of the National Quality Framework children need to learn skills to take risks safely supported by staff and families working in collaboration to ensure the best interest of children. The service understands the importance of working in partnership and providing education to adults about how to support children safely as safe traffic participants.

Goals – What we will do

- To provide a safe learning environment for children to become responsible safe traffic participants.
- To educate staff and families in how children learn road safety, to enable them to be able to teach children the skills to be safe traffic participants.
- To support children to be active citizens of the community.

Strategies – How we will achieve this.

The Approved Provider and Nominated Supervisor will:

- Ensure all staff are aware of and understand their responsibilities and duty of care to support children to be safe traffic participants.
- Ensure all staff are trained in road safety programs for teaching children road safety such as Roads and Traffic Programs by Macquarie University
- Ensure play-based programs of road safety are incorporated into children's learning.
- Ensure families are provided with information and education in relation to their responsibilities for keeping children safe and how to teach and support them to be safe traffic participants.
- Ensure children and families learn and understand safe behaviours required in the car park and for entering the building via the road entrance.
- Ensure risk assessments are conducted inline with excursion and emergency policies. Within this risk assessment their must be provision for education and discussion for children about road safety before they go.
- Ensure audits are conducted every 3 months and also if there is a complaint in relation to car park practices that may cause a risk to stakeholders safety. The Nominated Supervisor (NS) or Approved Provider (AP) will check CCTV footage for peak time periods the car park is used. Data will be collected from a week of morning and afternoon sessions. Where access to CCTV is unavailable the AP or NS will attend the car park for the same time periods. Where they will observe, monitor and assess drivers and pedestrians behaviours. They will jointly assess any risks that have been identified. Strategies will be implemented where possible to eliminate or reduce the risks. Stakeholders who's behaviour poses a risk will be given this policy and a corrective action report with documented need for them to comply immediately, and the given steps to rectify the behaviour. If behaviours pose a serious risk to the health and safety of stakeholders the Approved Provider will deny access for the stakeholder immediately to ensure their duty of care to children and to provide a safe and healthy environment for all stakeholders.

Educators will:

- Ensure children learn road safety as a part of their learning and development within a holistic and play based approach as recommended by the Early Years Learning Framework.
- Children are taught location specific information such as being safe when entering and leaving the premises according to how they get home and when they are on an excursion. Information could include; using the 'safety door' (the rear kerbside door), driveway safety, child restraint information and role modelling safe road use.
- Teaching children about route and location safety. Such as where they are going and where they should cross the road.
- Teaching children the cognitive skills as outlined in the above introduction section of this policy.
- Keep up to date with road safety knowledge and utilise information from reputable sources and programs such as KidSafe and Roads and Traffic NSW and Macquarie University program.
- Ensure children if riding a bike as a part of road safety learning at the centre wear a helmet that is compliant with Australian Standards.
- Educate children about road safety at the service in relation to what they need to know to be cognitively and physically responsibly safe road participants.
- Children learn the associated skills they need to know and practice on a simulated road for role play at the service before leaving the premises for excursions or emergency evacuation drills.
- Only park in the designated staff car park.

Families will;

- Act in accordance with this policy.
- Volunteer to support children as extra ratio to support children when leaving the premises on excursion or emergency evacuation drill.
- Work in partnerships with the service to educate their children in how to be responsible and safe traffic participants. Teaching them skills for entering and leaving the building through the exit to the road or the car park from the service. Teaching and supporting children to get out on the curbside of the car, look for oncoming traffic, and behavior for driveway and traffic safety.
- When delivering and picking up children from child care will only park in the designated child care car parks

Date created	November 2023
Links to National Quality Standards/Elements	2.2.1
Legislation & Considerations	United Nations Convention on the Rights of the Child – right to be safe and participate.
Sources/References	Trifunović, A., Pešić, D., Čičević, S., & Antić, B. (2017). The importance of spatial orientation and knowledge of traffic signs for children's traffic safety. Accident; Analysis and Prevention, 102, 81–92. https://doi.org/10.1016/j.aap.2017.02.019
Further Reading/Reflection	https://roadsafety.transport.nsw.gov.au/stayingsafe/children/index.html cited 12/10/2023 https://www.kidsafensw.org/road-safety/pedestrian-safety/ retrieved 20/07/2022. http://www.kidsandtraffic.mq.edu.au/pedestrian-safety/ cited 12/10/2023 https://roadsafety.transport.nsw.gov.au/campaigns/theyre-counting-on-you/driveway-safety.html cited 12/10/2023 https://roadsafety.transport.nsw.gov.au/stayingsafe/children/songsrhymes.html cited 12/10/2023

QA3 PHYSICAL ENVIRONMENT

We have considered the following early childhood legislation and other mandates in accordance with designing the building to ensure it is fit for purpose.

Quality Area 3 – Physical Environment	
3.1	The design of the facilities is appropriate for the operation of a service.
3.2	The service environment is inclusive, promotes competence and supports exploration and play-based learning
Early Childhood Education and Care Regulations	
103	Premises, furniture and equipment to be safe, clean and in good repair
104	Fencing
105	Furniture, materials and equipment
106	Laundry and hygiene facilities
107	Space Requirements – indoor space
108	Space requirements – outdoor space
109	Toilet and hygiene facilities
110	Ventilation and natural light
111	Administrative Space

PREMISES AND EQUIPMENT

The premises building and equipment in design review and operation stages will consider and implement child safe, health and hygienic processes to ensure a fit for purpose design to ensure quality practices. Building structures and service equipment meets the Australian Standards. This includes the design and construction stage considering the building structure and landscape indoors and outdoors. Examples include choosing soft fall that meets impact absorbing surfaces and fall heights that are safe to purchasing of toys. Consideration is taken to ensure materials utilised in construction are easy to maintain, clean and durable. Services processes will include daily risk assessments of indoor and outdoor environment.

FENCING

Fencing/boundaries are designed to ensure no child is able to go over under or through the fencing. Doors are installed to keep children safely inside, and allow ease of exit for adults to have clear exit pathways including during emergencies. As a part of risk assessment the service has policies to ensure equipment is not set up near fencing/barriers to ensure no footholds are created.

LAUNDRY

Laundry has space and equipment for the service to deal with soiled clothing, and linen and an area for hygienic and safe storage prior to their disposal or laundering. The doors have handles that restrict access of entry for children and ease of access for staff. The laundry is designed to have cupboards and bench tops that keep unsafe products and unhygienic items out of reach from children and provides a space to store buckets and mops for different cleaning areas. The service maintains this safety through its laundry policy. Cupboards are labelled. Services use National Health and Medical Research Council (NHMRC) publication Staying Healthy: Preventing infectious diseases in early childhood education and care services (latest edition available at www.nhmrc.gov.au) for support safe and hygienic laundering.

SPACE REQUIREMENTS (INDOOR AND OUTDOORS)

The outdoor space requirements allows the children to have the required space for day to day play. The indoor and outdoor space requirement is met with the required amount of 3.25sqm of unencumbered indoor space and 7sqm of unencumbered outdoor space per child outside.

TOILET AND HYGIENE FACILITIES

Toilet access is convenient for children to access from inside or outside areas. Toilets and facilities can be easily reached by all children. There are large windows for educators to supervise children safely with ease and to protect themselves by allowing staff to observe each other. The dignity and rights of children is taken into consideration with walls between individual toilets but no doors for safety.

VENTILATION AND NATURAL LIGHT

The service is well ventilated and has large windows allowing lots of natural light in. Air conditioning system is installed that maintains a temperature that ensures that safety and wellbeing of children and their comfort. The service will consider advice from SIDS and Kids (www.sidsandkids.org), in determining the appropriateness of temperatures for sleeping rooms.

ADMINISTRATIVE SPACE (DIRECTORS OFFICE/MEETING SPACE)

The service has space for the nominated supervisor to conduct meetings with families and to complete any required office documentation.

OUTDOOR LANDSCAPE AND PLAY AREA

The outdoor environment will be utilised by educators in ways that allow them to set up resources for children that support their learning and development in age appropriate ways. The service will purchase resources in line with their sustainability and environment policy and ensure they consider their environmental foot print when purchasing. Toys and resources purchased will be of high quality and will consider first options as being from natural or recycled materials. The service will ensure the children are submerged in a sustainable and environmentally friendly program where the service will consider children learning about eco friendly behaviours. The service will purchase many indoor plants for the children to take care of and provide further natural elements in the environment.

The service will follow Australian Standards when installing or utilising equipment such as having the required soft fall in fall zones. This could be through utilising gym mats also.

The outdoor environment design is to be purposefully inline with National Quality Area 3 where the children are able to have access to natural materials and environment. The design will be maintained to ensure natural materials such as plants, wood and stone are available within the outdoor environment. The service will ensure a sustainable program is offered to children to allow them to learn further in relation to the ecosystem and how to care for the natural environment. This will include but not limited to having worm farms, vegetable gardens and recycling programs available for children.

QA4 STAFFING ARRANGEMENTS

We have considered the following early childhood legislation and other mandates in accordance with designing the building to ensure it is fit for purpose.

Quality Area 4 – Staffing Arrangements	
4.1	Staffing arrangements enhance children's learning and development.
4.2	Management, educators and staff are collaborative, respectful and ethical.
Early Childhood Education and Care Regulations	
162	Responsible Person
161, 161A, 117C	Responsibilities of the Approved Provider in Nominating a Nominated Supervisor
162, 117	Person in Day to day Charge

STAFFING ARRANGEMENTS

The Licensor will seek an appropriate Licensee to lease the building who is approved to operate a service as an approved provider and to be able to obtain a Service Approval through the Regulatory Authority the Early Childhood Education and Care Directorate - ECECD. The Approved Provider will be responsible for ensuring the child care education and care business continues to meet the required laws and regulations for leasing the building and managing the business to ensure a safe and inclusive environment for all stakeholders.

Staff employed by the Approved Provider and Nominated Supervisor will be employed in line with lawful practices of the Fair work Australia Award for Early Childhood Education and Care Staff, Teachers and Cooks appropriate to their individual award. The service will have processes in place to ensure the appropriate staff are employed directly from advertising right through to retaining staff. In order to have continuity of care and education for all children.

The building is designed with staff in mind to ensure there is enough space for them to be able to do their job competently, providing quiet places to support them to relax and have space to take rest pauses, and meal breaks.

QA5 RELATIONSHIPS WITH CHILDREN

We have considered the following early childhood legislation and other mandates in accordance with designing the building to ensure it is fit for purpose.

Quality Area 5 – Relationships with Children	
5.1	Respectful and equitable relationships are maintained with each child.
5.2	Each child is supported to build and maintain sensitive and responsive relationships.
Early Childhood Education and Care Regulations	
166	Inappropriate Discipline
155	Interactions with Children
156	Relationships in Groups

CHILDREN'S BEST INTEREST

The Early Childhood Education and Care Legislation has children's best interest at heart. This building is designed to ensure the Approved Providers, Nominated Supervisor and its staff can easily and freely support an environment that continues to have children's best interest at heart. With all of the space that is purpose built for staff administration, supporting a more contented environment through ease of access to complete daily tasks.

The Approved Provider of the building will have appropriate behaviour guidance policies and procedures in place to be able to guide children's behaviour appropriately and in partnership with families. This in turn creates a smooth running service where children's needs are met in a timely manner with consistency at home and at the service giving the child more self-esteem and security and hence reduces any behavioural concerns and noise. The relationships educators build with children can help them to feel settled and calm.

QA6 FAMIY AND COMMUNITY

We have considered the following early childhood legislation and other mandates in accordance with designing the building to ensure it is fit for purpose.

Quality Area 6 – Collaborative Partnerships with Families and Communities	
6.1	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.2	Collaborative partnerships enhance children’s inclusion, learning and wellbeing.
Early Childhood Education and Care Regulations	
157	Access for Parents

FAMILY AND COMMUNITY PARTNERSHIPS

It is important to build positive, assertive, honest, respectful relationships based on meeting the needs of all stakeholders through communicating effectively. The building allows for private spaces for educators to be able to talk with families about the progress of their children inviting them in for an orientation to settle their nerves and give them and their children more confidence.

The service will build partnerships with their local community. They will conduct a situational analysis and use Australian Bureau of Statistics and the Australian Early Development Census to see where the service can be supportive within the community in ways that are of benefit to children of the service.

QA7 LEADERSHIP AND GOVERNANCE

We have considered the following early childhood legislation and other mandates in accordance with designing the building to ensure it is fit for purpose.

Quality Area 7 – Leadership and Service Management	
7.1	Governance supports the operation of a quality service.
7.2	Effective leadership builds and promotes a positive organisational culture and professional learning community
Early Childhood Education and Care Regulations	
168 - 172	Policies and Procedures

POLICIES AND PROCEDURES

The service has mandatory policies and procedures that must be documented and embedded in practice, to meet and exceed the national quality standards of education and care. It is a mandated requirement for the Approved Provider to be able to ensure the policies are kept up to date and implemented. The building design helps the Approved Provider to meet the legislative requirements by providing areas where confidential meetings can be held to discuss any concerns or complaints and provide mediation areas. There is a reception areas to ensure fees and payments can be completed in an orderly and appropriate way with available technology. There are areas that are lockable to keep children's and their families' records confidential. There is space to put secure filing cabinets and computers.

LEADERSHIP AND GOVERNANCE

The Approved Provider of the service will be assessed by the Early Childhood Education and Care Directorate ECECD when applying for Provider and Service Approvals, to ensure they are fit and proper and financially able to run an early childhood education and care service.

The Lessor and Lessee will have a lease agreement for lease of premises according to relevant legislation. The Approved Provider will identify and send notifications legislatively required to the ECECD to ensure correct management and governance of the service and its environment.

LEADERSHIP AND GOVERNANCE (CONTINUED)

To ensure the early childhood education and care service is a financially sustainable business. The business plan will include overall business outline and future vision with goals and objectives, marketing strategies and financial planning to include but not limited to start-up costs, forecasting, cash flow and break even analysis.

In order to be meet regulations the approved provider will take out public liability insurance to the value of \$20 million.