



PROCEDURE

Document Name:	CELC 2.2.1 Supervision and Educator Ratios
Approved By:	Chris Warner – Director
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PURPOSE

The purpose of this procedure is to ensure Centacare Early Learning and Care (CELC) maintains a safe, secure, and child-focused environment through effective staffing, educator-to-child ratios, and proactive supervision practices. CELC is committed to protecting the safety, wellbeing, and rights of all children in accordance with the Education and Care Services National Law and Regulations, Queensland Child Safe Standards and Universal Principle, and the National Principles for Child Safe Organisations. This procedure outlines the requirements for maintaining adequate staffing levels, effective rostering, and continuous supervision to ensure children are protected from harm and a culture of child safety and wellbeing is prioritised. It supports educators to actively monitor children's whereabouts, activities, and wellbeing, while considering the ages, abilities, individual needs of children, and the nature of activities and environments.

SCOPE AND AWARENESS

This procedure applies to the Approved Provider, Nominated Supervisor, Responsible Persons, Educational Leader, educators, staff, volunteers, students, contractors, and any other persons engaged by CELC. It applies across all environments, activities, excursions, regular outings, and service operations where children are being educated and cared for.

CELC will ensure all relevant stakeholders are aware of and understand their responsibilities regarding staffing, educator-to-child ratios, effective supervision, and child safety through induction, training, ongoing professional development, regular communication, and access to this procedure. A shared commitment to child safety and wellbeing is promoted to support compliance with legislative requirements and best practice standards.

DEFINITIONS

Supervision of children: Knowing and accounting for, the activity and whereabouts of each child in care and the proximity of educators to children at all times to ensure the immediate intervention of educators to safeguard a child from risk of harm

ROLES AND RESPONSIBILITIES

Approved Provider:

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- Ensure that the premises and facilities are designed and maintained to always facilitate adequate, effective and dynamic supervision while maintaining the rights and dignity of all children.
- Ensure practices and budgets reflect quality care and sufficient staffing arrangements to cater for the needs of children.
- Ensure that effective supervision practices and expectations to support the safety, wellbeing, and active supervision of all children are implemented.

Nominated Supervisor/Responsible Person:

- Ensure a qualified First Aid person is rostered on site at all times.
- Ensure there is a person who holds or is working towards an ECEC approved 2 yr qualification at all times.
- Implement and uphold effective supervision practices and expectations to support the safety, wellbeing, and adequate supervision of all children.
- Develop rosters and staffing plans to include contingency planning and ensure consistency with regulation and risk-assessment requirements.
- Supports the Educational Leader to develop service programs that are based on child-centred and led play-based learning.
- In conjunction with the Educational Leader, ensure that consideration is given to service routines, transitions, educator capacity, child capability and service environment when developing curriculum programs.
- Lead risk assessment planning to identify suitable staffing ratios for high-risk activities.
- Develop comprehensive supervision plans and strategies for all child accessed environments.
- Monitor, support and respond to educator's practices and capacity to adequately supervise children.
- Ensure children are not subject to inappropriate discipline.
- Protect children from harm and hazards.
- Ensure that the Operations Manager is notified immediately if a child appears to be missing, cannot be accounted for, appears to have been taken or removed from the premises, left the premises without an authorised nominee or has mistakenly been locked in or out of the education and care services premise.
- Ensure that documented roll calls/ratio checks are completed in line with the services **Safe Arrivals and Departures policy**.
- Ensure educators are adequately instructed, trained and supervised to meet the needs of children.
- Ensure staff qualifications are maintained and recorded accurately.
- Ensure Child Protection and Active Supervision training is maintained.
- Ensure Parents/Guardians of a child may enter the premises at any time except where entry would pose a risk to the safety of the child and staff, or where there is a court order denying access.
- Support educators to respond to incidents and children's behaviour appropriately, including debriefing and consistently building upon educator's experience and skills.
- Create opportunities for collaboration with other Educators to ensure the safety and wellbeing of children.
- Ensure opportunities for responsive and flexible supervision to allow educators to supervise and support individual children or small groups.
- Ensure the program is flexible in accommodating unexpected events.

All Staff:

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- Have a sound understanding of their duty of care and responsibilities in ensuring a safe environment for children.
- Support rostering development through effective communication of absences and unavailability.
- Set up a range of complimentary experiences and play spaces that support choice for both quiet and active play.
- Communicate if they need to leave an environment where they are responsible for the direct supervision of children, ensuring they are replaced prior to moving out of the area.
- Consistently communicate and collaborate with others for effective supervision of children.
- Adhere to supervision plans and strategies for all child accessed environments.
- Implement the service's recommended skills and practices to meet supervision expectations.
- Ensure all children are always in sight or hearing of educators.
- Actively engage with children.
- Constantly listen and scan the environment for potential risks and hazards.
- Advise the Responsible Person on Duty of any hazards that compromise the effective supervision and safety of children.
- Redirect children if their behaviour or the environment becomes unsafe.
- Respect children's age, developing independence and dignity when providing supervision.
- Not perform other duties while responsible for the direct supervision of children
- Communicate concerns to the Nominated Supervisor, Responsible Person, or another relevant delegate.
- Regularly reflect on own practices and participate in the development and improvement of a safeguarding culture at the Service.
- Limit long wait times for children for any process or activity.
- Identify and respond to children that show high-risk behaviours and may require extra supervision or support.
- Assist and support children to take responsibility for their personal safety by engaging in conversations regarding effective, active and dynamic supervision.
- Supervise children in safe eating practices such as remaining seated at mealtimes.
- Ensure the handover of any relevant information to teammates during and before or after shift commencement.

PROCEDURE

Adequate Supervision of Children

CELC is committed to upholding the rights of the child and ensuring the adequate supervision, safety and wellbeing of all children and educators through the following:

- Rostering practices that are designed to:
 - Ensure there will be at least two educators at all times on the premises whilst children are in care, with one designated as a Responsible Person for the service.
 - Only educators directly working with children are included in calculating ratios.
- When planning activities and determining the necessary supervision requirements, the Nominated Supervisor /Responsible Person in charge will ensure consideration is given to the

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design and arrangement of the indoor and outdoor environments to ensure it supports adequate supervision by educators. This proactive approach minimises risk and enhances child safety, a core component of the child safe practices.

Supervision is provided by OSHC educators during the service operating hours and once children are signed into the program. If children are signed out of the program and remain on the premises, the parent/guardian is responsible for them however, if the child is observed displaying inappropriate behaviour an educator may still apply the service behaviour management guidelines, demonstrating our ongoing duty of care for child wellbeing.

Any other children who may be on site with a parent, but not signed in to the Service, will be the responsibility of the parent who will be accountable for any incidents or accidents that may occur to their child or any child who is signed in and attending a CELC Service.

Headcounts/ratio checks

- Regular headcounts are undertaken throughout the program as stated in the Services **Safe Arrivals and Departures Procedure**
- In the event that a headcount doesn't match the attendance data in OWNA, a recount will be initiated.
- If the headcount still doesn't match, a roll call will be initiated.

Where there is a discrepancy or incident with a child's whereabouts the procedures outlined in *Safe Arrivals and Departures of Children Policy (CELC 2.4)*, *Safe Arrivals and Departures of Children Procedure (CELC 2.4.1)*, *Incident, Illness, Injury or Trauma Policy (CELC 2.5)* and *Incident, Illness, Injury or Trauma Procedure (CELC 2.5.1)* will be followed. This system ensures constant awareness of children's whereabouts.

Engaging Children in Establishing Safe Play Limits

- Educators will involve children in discussions about safe play practices, expectations, and boundaries.
- Children will be encouraged to contribute to the development of age-appropriate rules and limits for play experiences.
- Educators will explain the reasons for established limits and discuss potential consequences when safety expectations are not followed.
- Regular group meetings, discussions, and reflective conversations will be used to reinforce children's understanding of safe behaviours and shared responsibilities.

Adequate Supervision:

Under the National Law, approved providers, services must ensure that all children are adequately supervised when in their care.

Active Supervision

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Active supervision is an intentional and engaged approach to ensuring the safety, wellbeing and participation of children and young people. Educators are present, aware of their surroundings, and actively involved in monitoring, supporting and interacting with children at all times.

Active supervision requires educators to continuously assess the environment, anticipate risks, and respond promptly to children's needs while promoting confidence, independence and exploration.

To maintain active supervision, educators will:

- Engage with children in ways that support their safety, wellbeing, confidence, learning and exploration.
- Maintain clear lines of sight and, where appropriate, sound, to monitor all children effectively.
- Position and reposition themselves throughout indoor and outdoor environments according to children's movements and activities.
- Regularly scan the environment to maintain awareness of all children, educators, visitors, potential hazards and emerging risks.
- Listen attentively for changes in activity levels, behaviour, noise or the absence of expected sounds that may indicate a need for intervention.
- Communicate effectively with other educators regarding children's locations, activities, behaviours and supervision requirements.
- Build positive and meaningful interactions with children as a key strategy for understanding and supporting their needs.
- Observe, engage with and respond appropriately to children's interactions, relationships and behaviours.
- Identify, assess and manage hazards and emerging risks in a timely manner.
- Plan and implement learning experiences that balance safety with children's agency, independence, challenge and exploration.
- Arrange and utilise indoor and outdoor environments to maximise visibility, accessibility, engagement and safe movement throughout the service.
- Conduct regular head counts and account for the whereabouts of all children at all times.

Headcounts/ratio checks

- Regular headcounts are undertaken throughout the program, every hour at a minimum (Services refer to their service specific **Safe Arrivals and Departures Procedure**).
- Early Learning headcounts are to be completed when moving from one area to another in addition the minimum hourly head counts e.g. inside to outside and at mealtimes
- In the event that a headcount doesn't match the attendance data in OWNA, a recount will be initiated.
- If it still doesn't match, a roll call will be initiated.
- It may then be the case that there is a child unaccounted for and the following steps should be followed.
- Prior to calling a head count the RP will radio through a 5-minute warning and to inform the educators that all transitions will be stopped while a headcount is being completed.

Dynamic Supervision

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Dynamic supervision is a flexible and responsive approach whereby educators continuously adapt the level, style and intensity of supervision in response to changing circumstances, environments, activities and the individual needs of children. It requires educators to use their professional judgement, knowledge of children, and ongoing assessment of risk to make informed decisions that support children's safety, wellbeing and participation.

To maintain dynamic supervision, educators will:

- Recognise and respond promptly to children's verbal and non-verbal cues, behaviours, emotions and support needs.
- Anticipate, identify and respond to potential risks to prevent harm before incidents occur.
- Maintain close proximity to children during higher-risk activities, experiences, excursions and play environments.
- Adjust supervision practices in real time to reflect changes in the environment, routines, activities and individual children's needs.
- Adapt supervision strategies to suit group dynamics, including group size, peer interactions, developmental stages, daily attendance patterns and the time of day.
- Draw upon their knowledge of each child's abilities, behaviours, interests, strengths and vulnerabilities when determining appropriate levels of supervision.
- Increase or modify supervision during transitions, educator movements, staffing changes, busy periods and other times when risks may be heightened.
- Use professional judgement and effective communication to respond to unexpected situations that may impact supervision arrangements.
- Monitor and respond to educator wellbeing factors, including signs of fatigue, distraction or increased workload, that may affect the effectiveness of supervision.
- Use supervision plans, risk assessments and service procedures as tools to guide responsive decision-making, while remaining flexible and adapting to changing circumstances.
- Collaborate with colleagues to ensure supervision responsibilities are clearly understood, maintained and adjusted as required.
- Continuously evaluate the environment and children's engagement to ensure supervision remains effective, appropriate and responsive at all times.

Effective Supervision

Effective supervision is a reflective and evaluative process used to assess the quality, effectiveness and impact of supervision practices at both an individual and team level. It involves ongoing monitoring, review and continuous improvement to ensure supervision practices remain responsive to children's needs, support positive outcomes, and protect children from harm.

To maintain effective supervision, the Service will:

- Consider actual and potential risks that may impact the effectiveness of supervision across all environments, activities and routines.
- Analyse incidents, injuries, illnesses, hazards, complaints and near-miss events to identify supervision needs and opportunities for improvement.
- Identify patterns, supervision blind spots and emerging risks through ongoing observation, review and reflection.
- Review and update supervision practices, policies, procedures, plans and risk assessments to ensure they remain effective and responsive.

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- Regularly assess staffing arrangements, educator deployment and rostering practices to support adequate supervision and continuity of care.
- Maintain continuity of educators and learning environments wherever possible to strengthen relationships, familiarity and supervision effectiveness.
- Evaluate supervision practices across all indoor and outdoor environments, routines, transitions, excursions and high-risk activities.
- Foster strong communication, collaboration and shared accountability amongst educators to support consistent supervision practices.
- Assess the physical environment to ensure visibility, accessibility, safe movement and effective monitoring of children.
- Develop and maintain a shared understanding of children's individual needs, behaviours, capabilities, routines and support requirements.
- Strengthen educators' supervision knowledge and skills through induction, mentoring, coaching, reflective practice and ongoing professional learning.
- Encourage children to develop an understanding of safety, boundaries, expectations and safe behaviours appropriate to their age and stage of development.
- Engage and educate families regarding the importance of supervision and their role in supporting the safety and wellbeing of all children while attending the Service.
- Use reflective practice and professional discussions to evaluate the effectiveness of supervision strategies and implement continuous improvements where required.

Escorting children to/from school

Service refers to their Safe Arrivals and Departure Procedure in conjunction with the services Safe Arrivals and Departures Risk Assessment

Supervision during Transitions: OSHC

Transitions between activities and designated play areas are recognised as higher-risk periods that require increased supervision, effective communication and clear accountability. To ensure children remain adequately supervised at all times, educators will implement a structured transition process whenever children move between indoor and outdoor environments or between designated activity areas.

Children wishing to move from one supervised area to another must first seek permission from the educator supervising their current area. The educator will assess operational requirements, supervision ratios, the child's whereabouts, and whether the receiving area can safely accommodate the child before approving the move.

Prior to the child leaving their current area, the supervising educator must communicate the child's name and intended destination to the educator responsible for the receiving area using the service's approved communication system, including walkie-talkies where provided. The receiving educator must acknowledge the communication and confirm that they are aware the child is entering their supervision area. Children are not to move between areas until this acknowledgement has been received.

Educators will:

- Maintain responsibility for children in their care until supervision has been formally transferred and acknowledged by the receiving educator.

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- Use clear, concise and professional communication when notifying other educators of children's movements.
- Acknowledge all radio or verbal communications relating to child movements and supervision responsibilities.
- Conduct visual confirmation, where possible, that the child has safely arrived in the receiving area.
- Monitor transitions closely, particularly during busy periods, program changes, pack-up times, outdoor play, excursions and arrivals or departures.
- Conduct regular headcounts before, during and after significant transitions.
- Ensure all educators are aware of children's whereabouts at all times.
- Increase supervision levels during transition periods where risks may be heightened.
- Immediately investigate and communicate any situation where a child does not arrive at their intended location within an expected timeframe.
- Record and report any supervision concerns, communication failures or incidents in accordance with service policies and procedures.

Where large groups of children are transitioning simultaneously, educators will work collaboratively to coordinate movements, maintain supervision ratios and ensure children remain within sight and/or hearing distance throughout the transition.

Supervision of Children's Toileting

Refer specific procedures as set out in *Children's Toileting Policy (CELC 3.4)* and *Children's Toileting OSHC Procedure (CELC 3.4.2)*. All children will be actively supervised whilst accessing the toilet facilities. Children are required to inform an educator when they need to access the toilet. Educators shall use service walkie talkies to monitor children accessing the toilets. This balances a child's right to privacy with their safety and wellbeing.

- All children will be actively supervised when accessing toilet facilities, with supervision arrangements balancing each child's right to privacy with their safety and wellbeing.
- Children must inform an educator before leaving an activity area to access the toilet.
- Educators will communicate with one another using walkie-talkies when children are moving between learning environments, including when accessing toilet facilities. This ensures educators in the receiving area are aware of the child's transition, can maintain active supervision, and can monitor the child's safe arrival and return.
- All communications regarding children's movements must be acknowledged by the receiving educator to support continuous supervision, accountability, and awareness of each child's location at all times.
- Educators will confirm and communicate the child or children's safe return to their original learning environment following their use of the toilet facilities. This communication will be acknowledged by the receiving educator to ensure continuous supervision, accountability, and awareness of each child's location at all times.

Educator Ratio Requirements

In setting educator to child ratios, management will be guided by the Education and Care Services National Regulations 2011, which set out the following:

- A maximum of 15 school-age children to 1 educator (Regulation 123 (1)(d));

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- Educators must be working directly with children to be included in the ratios (Regulation 13 & 122); and
- At least one educator, with first aid qualifications, anaphylaxis management training, and emergency asthma management training will be in attendance and immediately available in an emergency (Regulation 136).

Children who may require additional support, assistance or attention are considered. This may include extra educators in accordance with funding and support arrangements for that child. This individualised approach demonstrates our commitment to meeting the diverse needs of all children and upholding their right to safety and support.

Composition of Qualified Staff

Minimum qualification requirements must be applied when calculating ratios (Regulation 299)

- One person with a 2-year qualification (Diploma level) will be present at all times that education and care is being provided. During vacation care, the 2-year qualified person needs to be present for a minimum of 7 hours and 15 minutes.
- Thereafter, for every 30 children in attendance, one educator with a 1-year qualification (Certificate III level) will be present.
- Aside from the above, educators in ratio under 18 years of age must be working towards an approved qualification

Volunteers (Refer to the Visitors, Volunteers and Students on Practicum Policy and Procedure)

Volunteer workers are not counted towards the educator to child ratios for the service and will be fully supervised by an Educator. Volunteers under the age of 18 must be fully supervised. Risk assessments will be conducted, as necessary when utilising volunteers. All volunteer over 18 years old must comply with volunteer blue card requirements, including holding a positive notice, that is linked to the Approved Provider, prior to commencement.

Excursions and Incursions (Refer to the Excursions, Incursions and Regular outings Policy and Procedure)

For excursions or activities that pose an additional risk, educator to child ratios will be determined once a full risk assessment of the activity has been conducted. When setting ratios consideration will be given to the level of risk and hazards identified, the nature of the activities, transportation, and any other relevant matters (Regulation 101(f)). This comprehensive risk assessment process is a fundamental element of our child safe environment.

The Service will ensure to keep within the educator ratios of:

- A maximum of 8 school-age children to 1 educator while on excursions,
- A maximum of 5 school-age children to 1 educator while swimming.

Educator Training:

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Starting from orientation and induction and ongoing through regular team meetings and conversations, educators will be given guidance and instruction regarding adequate supervision of all children participating in their area/activity (including but not limited to):

- when setting up the environment and/or activities,
- the use of various staff communication methods (e.g., use of walkie talkie),
- being made aware of the procedures for:
 - children accessing the toilet,
 - children's individual health and or medical needs and any relevant emergency management plans,
 - any identified hazards and/or risks to children and the control measures in place. This proactive sharing of information is vital for maintaining a safe environment.
- being made aware of the children in care, the group dynamics and behaviour strategies that may be useful, and
- being made aware of any children in care with special/additional needs.

All educators will be advised of the expectation that the Nominated Supervisor will be made aware of children involved in any incidents who may require further support, consistent with *Incident, Illness, Injury or Trauma Policy (CELC 2.5)* and *Incident, Illness, Injury or Trauma Procedure (CELC 2.5.1)*. This ensures that every child's safety and wellbeing are consistently monitored and supported, aligning with the child-focused principles of the Queensland Child Safe Standards.

POLICY AND PROCEDURES

- CELC 1.1 Educational Program Development and Implementation OSHC Policy
- CELC 1.1.1 Educational Program Development and Implementation OSHC Procedure
- CELC 2.1 Providing a Child Safe Environment Policy
- CELC 2.1.1 Providing a Child Safe Environment Procedure
- CELC 2.4 Safe Arrivals and Departures of Children Policy
- CELC 2.4.1 Safe Arrivals and Departures of Children Procedure
- CELC 2.7 Water Safety Policy
- CELC 2.7.1 Water Safety Procedure
- CELC 2.14 Emergency Evacuation, Lockdown and Drills Policy
- CELC 2.14.1 Emergency Evacuation, Lockdown and Drills Procedure
- CELC 2.15 Child Protection and Mandatory Reporting Policy
- CELC 2.15.1 Child Protection and Mandatory Reporting Procedure
- CELC 2.18 Child Safety and Wellbeing Policy
- CELC 2.18.1 Child Safety and Wellbeing Procedure
- CELC 3.4 Children's Toileting Policy
- CELC 3.4.2 Children's Toileting OSHC Procedure
- CELC 4.5 Visitors, Volunteers and Students Policy
- CELC 4.5.1 Visitors, Volunteers and Students Procedure
- CELC 4.6 Employee Code of Conduct
- HRM-006 Code of Conduct 2026
- CELC 7.1 Nominated Supervisor Policy

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- CELC 7.1.1 Nominated Supervisor Procedure
- QAL-004 Quality Management Policy
- QAL-004.01 Quality Management Procedure
- QAL-004.02 CELC Quality Management Procedure

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