

Quality Area Two: CHILDREN'S HEALTH AND SAFETY

**Self-Assessment Tool &
Quality Improvement Plan Summary**

Quality Area 2: Children's health and safety

Every child's health and wellbeing is safeguarded and promoted.

Quality Area 2 reinforces children's right to experience quality education and care in an environment that provides for their health and safety. Educators support this when they promote each child's wellbeing and healthy lifestyle, and support each child's growing competence, confidence and independence.

Additional information and resources about Quality Area 2 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

Quality Area 2: Standards and elements

| Standard 2.1 | | Each child's health and physical activity is supported and promoted. |
|-----------------------------------|---------------|---|
| Wellbeing and comfort | Element 2.1.1 | Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation. |
| Health practices and procedures | Element 2.1.2 | Effective illness and injury management and hygiene practices are promoted and implemented. |
| Healthy lifestyle | Element 2.1.3 | Healthy eating and physical activity is promoted and is appropriate for each child. |
| Standard 2.2 | | Each child is protected. |
| Supervision | Element 2.2.1 | At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard. |
| Incident and emergency management | Element 2.2.2 | Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented. |
| Child protection | Element 2.2.3 | Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect. |

Law and Regulations

The table below includes the sections of the National Law (S) and National Regulations (R) underpinning Quality Area 2.

Please assess whether your service is compliant or non-compliant in accordance with the [National Law and Regulations](#), relevant to your service type.

NOTE: If a law or regulation is not applicable to your service or service type, you are not required to select whether you are compliant or non-compliant.

| Law (S) / Regulation (R) | NQS | Does your service meet legislative requirements? | Compliant / Non-compliant |
|--------------------------|--------|---|--|
| R.80 | STD2.1 | Do you display a menu if you provide food at your service? | <input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant |
| R.89 | STD2.1 | Do you have sufficient first aid kits? Have you checked that they are fully stocked and removed all out-of-date items? | <input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant |
| R.77 | STD2.1 | Is food stored, handled and served safely? | <input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant |
| R.90-91 R.162 | STD2.1 | Have you ensured that all educators and families are aware of the medical conditions policy and always follow it? | <input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant |
| R.88 | STD2.1 | Have you ensured that all educators and families follow the service's policies and procedures around preventing and dealing with the outbreak of infectious diseases? | <input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant |
| R.85-87 | STD2.1 | Have you ensured that all educators follow service procedures in the event of an accident, injury or illness? | <input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant |
| R.92-96 R.161 | STD2.1 | Have you ensured that all educators, families and, where applicable, children are aware of the procedure for administering medication and always follow it? | <input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant |

| | | | |
|-----------------------------|--------|--|--|
| R.81/R168(2)(a)(v) | STD2.1 | Have you ensured that you meet each child's need for sleep and/or rest? | <input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant |
| R.78-79 | STD2.1 | Do you ensure that food and drinks served to children are consistent with your nutrition policy and that children can access water at any time? | <input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant |
| R.165-166 | STD2.2 | For a family day care service; have you ensured that all family day care educators follow service procedures about visitors to the residence or family day care venue? | <input type="radio"/> Compliant <input type="radio"/> Non-compliant |
| R97-98 | STD2.2 | Have you ensured that plans are developed to manage emergencies and evacuations and are displayed near each exit? Are emergency and evacuation procedures practiced at least every 3 months? | <input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant |
| R100-102 | STD2.2 | Have you ensured that all educators follow service procedures in relation to excursions, including obtaining authorisations and conducting appropriate annual risk assessments? | <input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant |
| R.84/ S162A | STD2.2 | Have you ensured that all educators are aware of their child protection responsibilities? Have you ensured that persons in day-to-day charge and nominated supervisors have current child protection training? | <input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant |
| R.99 | STD2.2 | Have you ensured that all educators follow service procedures about the delivery and collection of children from the service? | <input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant |
| R.82-83 R.97 R.103 S.167 | STD2.2 | Have you ensured that all educators follow service procedures designed to ensure the environment is safe and that children cannot access dangerous items? | <input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant |
| S165 | STD2.2 | Have you ensured that educators are supervising children effectively? | <input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant |



If you answered 'non-compliant': you are not meeting regulatory requirements and should take immediate steps to rectify this non-compliance. Use the box below to note the relevant Law/Regulation with your action.

Standard 2.1 Each child's health and physical activity is supported and promoted

Record up to five key evidence points and/or practices that are currently occurring at your service. Identify if these practices meet the National Quality Standard.

NOTE: You have already indicated your services compliance with the National Law and Regulations. This evidence should demonstrate key practices that reflect the elements in this National Quality Standard.

| Concept | Element ID | Element | Identified evidence and key practices | Confirm |
|-----------------------|------------|---|---|--|
| Wellbeing and comfort | ELE2.1.1 | Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation. | 1. NWOOSH has multiple areas available to children each session, to meet their individual needs relevant to the age and development of the child. Spaces for rest and relaxation are provided for through use of couches, bean bags, tents and mats in outdoor environment. Children make autonomous decisions to choose and move between areas throughout the session, to meet their bodies need for sleep, rest, relaxation and recreation. | <input checked="" type="radio"/> Met <input type="radio"/> Not Met |
| | | | 2. Children have input into the program and routines as part of everyday life at NWOOSH. During Vacation Care, planned experiences are flexible, and discussed with the children throughout the session. Routine times are adjusted based on feedback, allowing children the freedom to eat lunch, or participate in activities based on rest and relaxation as and when needed. | |
| | | | 3. NWOOSH caters for the developmental needs of all children at our centre. Through critical reflection and evaluation of school facilities, NWOOSH staff became aware that there were no sanitary facilities regularly available for the children whilst at the centre. In conjunction with the school, we were able to secure the installation of a sanitary bin in the girls bathroom. A sanitary kit was also developed for utilisation. | |

| | | | | |
|---------------------------------|----------|---|--|--|
| | | | <p>4. NWOOSH communicate regularly with parents to ascertain individual requirements of children. As part of our orientation process with children & families, Educators point out the location of toileting facilities allowing children to independently access the bathrooms as required, ensuring they can become independent in recognising and meeting their individual needs. Children who require further assistance are provided with discreet reminders to utilise the bathrooms as part of the everyday routine</p> <p>5. NWOOSH focuses on the holistic needs of each child in our care. We have created a rainbow toolbelt in consultation with other OSHC services, and external training and support providers, to allow children to recognise their emotions, and work with strategies to increase their capacity to self regulate, and in turn assist in their understanding and promotion of wellbeing.</p> | |
| Health practices and procedures | ELE2.1.2 | Effective illness and injury management and hygiene practices are promoted and implemented. | <p>1. At NWOOSH we recognise that effective staff training leads to positive outcomes. We therefore ensure all Educators at the service complete full first aid training, and that this is renewed as per industry guidelines. Further, to ensure effective management of illness and injury, staff participate in regular review on illness and injury, ensuring learnings are taken from incidents, and procedures are reviewed and amended where required e.g. designated supervision on play equipment.</p> <p>2. During COVID, a strong focus has been placed on hygiene and illness across the service. Programmed activities have been developed and implemented to reinforce the need for effective hygiene self-management to stop the spread. Information has been researched from recognised experts, such as the Department of Health and collated with advice from the school and peak bodies to create, promote and review COVIDSafe practices.</p> <p>3. To ensure hygiene practices are regularly implemented, NWOOSH has a cleaning checklist that indicates what needs to be addressed, and when. As part of our session preparation each day, cleaning tasks are identified and shared with all staff through a deputy session briefing post. These tasks are then completed and marked off each session. As part of a review of hygiene processes, staff shared input and suggestions, which led to the development of more efficient documentation.</p> | <p>  Met  Not Met </p> |

| | | | | |
|-------------------|----------|---|---|---|
| | | | <p>4. As part of our base level training, all staff complete three online webinars about subject matters of child protection, whs and food handling. This focus on food handling and hygiene, gives all staff a basic knowledge of food preparation and food safety, to enable them to work in our kitchen environment safely.</p> <p>5.</p> | |
| Healthy lifestyle | ELE2.1.3 | Healthy eating and physical activity are promoted and appropriate for each child. | <p>1. Menus are developed to include a carbohydrate, meat or alternative, dairy product, fruit and vegetable. Educators doing menu planning are given access to various resources, such as Eat Smart Play Smart and Nutrition training, to ensure they have the latest information regarding healthy eating for children. A fruit platter is provided during the afternoon to allow children the opportunity to snack healthily, as required. This displays an understanding of the individual needs of the child.</p> <p>2. At NWOOSH we implement a club style program during our after school care session. These clubs have made use of external providers, and where possible are chosen from the community, to link children and families to organisations in the local area. This fosters not just the physical wellbeing of the child and family, but also the social wellbeing through a sense of belonging in their community.</p> <p>3. NWOOSH encourages excursions of a physical nature throughout both our before and after school care and vacation care program. These chosen excursions are promoted based on the health outcomes for physical activity, including mental health, and are often requested by our children. Where these excursions are local venues, we will often walk to these, encouraging the benefits of incidental exercise and healthy bodies.</p> | <p> <input checked="" type="radio"/> Met <input type="radio"/> Not Met </p> |

| | | | | | |
|--|--|--|----|---|--|
| | | | 4. | During Vac care, it was noticed that children were bringing a lot of prepackaged food. We recognised the need for change, & commenced providing program reminders. These were given through our Facebook page, encouraging parents to pack a nutritious lunchbox, sufficient for the activities taking place for the day. This was informed by the Healthy Kids Association, an initiative of the Dept of Health. Through this we are partnering with parents to promote positive health outcomes for children. | |
| | | | 5. | | |

Standard 2.2 Each child is protected

Record up to five key evidence points and/or practices that are currently occurring at your service. Identify if these practices meet the National Quality Standard.

NOTE: You have already indicated your services compliance with the National Law and Regulations. This evidence should demonstrate key practices that reflect the elements in this National Quality Standard.

| Concept | Element ID | Element | Identified evidence and key practices | | Confirm |
|-------------|------------|---|---------------------------------------|--|--|
| Supervision | ELE2.2.1 | At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard. | 1. | NWOOSH has a supervision plan that has been designed by the staff, to specify areas of priority for monitoring. These areas have been identified due to potential risk (for example the COLA bathrooms) or recognised frequency of incidents (for example play equipment). Staff review this plan as part of staff meetings to ensure best practice, and familiarity by all staff members. | <input checked="" type="radio"/> Met <input type="radio"/> Not Met |
| | | | 2. | NWOOSH staff complete and review risk assessments on a regular basis. Risk assessments may be for general centre activities, or for one off specialised activities, such as excursions. To ensure these risk assessments identify current supervision concerns, educators may visit a venue multiple times. All risk assessments are provided to families on our website, and shared with all staff attending the excursion. | |
| | | | 3. | NWOOSH Staff complete a per session WHS checklist. This document is a living representation of the hazards identified in the NWOOSH environment, and is reviewed regularly to ensure it is current. Earlier this year, the air quality in our area was compromised with the bushfires. Staff started to monitor this air quality on a daily basis, and implement procedures / adjust supervision areas to ensure the risk was minimised for children sensitive to smoke (e.g. children with asthma). | |

| | | | | |
|-----------------------------------|----------|---|--|---|
| | | | <p>4. NWOOSH staff compile a per session allergy list, based on children attending. This allergy list has evolved over time to include medical conditions, along with important RMCP information, to ensure enhanced supervision for all children in the NWOOSH environment.</p> <p>5. Educators use cones as a visual representation of our boundary areas. These cones have been chosen to ensure inclusivity and to ensure responsiveness to harm and hazard. When children request to move between spaces, the Educators utilise walkie talkies to ensure children are safely moving between areas.</p> | |
| Incident and emergency management | ELE2.2.2 | Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented. | <p>1. NWOOSH holds a termly safety week at OOSH whereby the entire week the families, Educators and children are involved in discussing how to keep each child safe including practicing of emergency procedures each session for that week. Where possible, external agencies are brought in during this week to add to the program of emergency personnel.</p> <p>2. NWOOSH has emergency plans in place, created in consultation with school and preschool, and reviewed in consultation with local OSHC services and publications from relevant authorities such as rural fire service and SES. As part of this review, NWOOSH organises emergency personnel to not just visit the service, but also talk to the children and staff about what to do in the case of an emergency, e.g. fires. This aids in creating sound emergency management procedures.</p> <p>3. NWOOSH use of technology, specifically Becklyn touchscreen system, creates a highly accessible way to manage important procedures such as roll call and headcount in emergency situations, as well as ensure access to important medical and emergency contact information.</p> | <p> <input checked="" type="radio"/> Met <input type="radio"/> Not Met </p> |

| | | | | |
|------------------|----------|---|--|---|
| | | | <p>4. NWOOSH has developed code words to instigate centre procedures with staff and children. These code words are known by the appropriate persons, and indicate required action. For example, "the chocolates are inside" phrase is used to indicate a lock down procedure. The multiple code words known by NWOOSH staff and/or children ensure we can manage incidents in a fast and responsive manner.</p> <p>5. Coordinators are encouraged to undertake Professional Development in the use of safety equipment. This has included Industry specific Fire Awareness and extinguisher training, attended by staff in November 2019. Staff were able to discuss evacuation processes and identify areas for change.</p> | |
| Child protection | ELE2.2.3 | Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect. | <p>1. Prior to each afternoon session, a briefing is placed on Deputy identifying the areas each staff member will be starting in. Staff rotate between areas during a session and across the week, ensuring ability to build strong relationships with multiple children. This relationship building ensures children feel comfortable and confident to speak with a staff member about happenings outside of OSHC</p> <p>2. As part of the staff handbook, all staff are provided with information about being a mandatory reporter and what their role entails. In addition, information about the Reportable Conduct scheme is also detailed. The staff handbook is provided to educators on employment and when updated.</p> <p>3. Child protection training is undertaken by all staff at NWOOSH, not just the regulatory requirement of accredited training for those in day to day charge of the service. This child protection training is part of a series of 3 webinars all staff complete on employment.</p> | <p> <input checked="" type="radio"/> Met <input type="radio"/> Not Met </p> |

| | | | | | |
|--|--|--|----|--|--|
| | | | 4. | Every staff meeting has a standing agenda item where staff are able to raise and discuss any concerns regarding individual children. These discussions allow us to understand the child as a whole, and also allow staff to be on the lookout for and indicators for child abuse or neglect. Staff Meetings also include information and reminders regarding being a Mandatory Reporter, and the MRG tool. | |
| | | | 5. | | |

Quality Area Two: CHILDREN'S HEALTH & SAFETY

Standard 2.1 - Each child's health and physical activity is supported and promoted.

Standard 2.2 - Each child is protected.

Children's health and safety is an essential area of our centre's practice and program. In order to maintain a high-quality level of service it is vital to reflect upon current practice, recognise areas of improvement and develop S.M.A.R.T. goals to implement these changes. The focuses of improvement for this area include:

- Through our process of noticing and rectifying the lack of sanitary facilities as recognised in Example 3 in 2.1.1, we aspired to continue to increase accessibility to resources which support safety, dignity, comfort and mental health. It was reflected that while there are resources available to children, the accessibility can be enhanced especially implementing these changes for each age group's play environments.
- Due to the impact of COVID19 upon day-to-day operations and the heightened awareness regarding hygiene, it was reflected by staff that whilst they have a strong basic understanding of food safety and WHS from the training webinars that there could be benefits in increasing efficiency of our internal processes regarding these areas. The key placement of senior staff regularly in these areas ensures oversight and availability to advise regarding practice to the additional staff who are brought in irregularly.
- Before COVID-19 the presence of parents on site enabled parents to pick up and guide children through the school property at the families' leisure through areas coned off by NWOOSH as "out of bounds". This created concern as children would want to take routes used with their parents that we had coned off as "out of bounds" during their time with us.

Progress Notes: This led to the discussion of visual cues for safe and consistent supervision despite parents no longer being allowed on site for the current time. During this COVID19 pandemic the implementation of these visual cue are considered as still important, particularly for maintaining safety of children's movements and providing consistency for when families are allowed back on site.

- Staff have expressed interest to engage with professional development regarding safety equipment, incident and behaviour management. This is a crucial focus to grow educators' knowledge, understanding and appropriate resourcing to ensure best practice under challenging and exceptional circumstances.

Progress Notes: The following workshops have been either accessed or scheduled for undertaking:

- School Counsellor – Child-Specific Behaviour Workshop
- Developing Emotional Regulation Skills in Individuals with Anxious, Oppositional & Aggressive Behaviours
- In Safe Hands “Positive Guidance of Young Children’s Behaviour in OOSH”
- Sue Larkey ASD Workshop
- Dr Tony Attwood – Understanding Autism Spectrum Disorder: A Different Way of Thinking, Learning and Managing Emotions.
- Fire Equipment Safety Training