



Child Safe Environment Policy (PE 2)

Policy Rationale

Cooks Hill Preschool will ensure children are educated and cared for in an environment that is safe, clean and promotes wellbeing. The preschool environment, both in and outdoors will support children's learning, safety, levels of engagement and access to positive experiences and inclusive relationships.

Strategies, Practices and Procedures

Physical Environment

- Fencing and barriers which enclose outdoor areas used by children in the preschool are maintained to ensure they are of a height and design that prevents children of preschool age from going through, over or under the structure. Considerations about minimising access to the preschool by unauthorised people and animals will also inform the height and design of fencing and barriers.
- Sufficient furniture, materials and developmentally appropriate equipment are provided and maintained in the Preschool in order to support all children to engage and access the program and develop their developing skills and independence, considering cultural diversity, social and physical inclusion.
- Adequate unencumbered space requirements are maintained in both the indoor and outdoor environments.
- Toilet, washing and drying facilities are developmentally and age appropriate and are located and designed in a way that support safe use and convenient access by children.
- Education and care environments are well ventilated and have adequate natural light. Indoor temperatures are maintained at levels that support children's safety and wellbeing.
- The outdoor education and care environment has adequate shaded areas to protect children from ultraviolet radiation from the sun.

- Gardens reflect the local natural habitat and encourage native wildlife into the education and care environment. Ensure that plants are selected to minimise risks to children. No poisonous or dangerous plants will be included in the education and care environment. See fact sheet on *Poisonous Plants to avoid* – http://www.kidsafensw.org/imagesDB/wysiwyg/Poisonousplantstoavoid2010100429_1.pdf
- Collaborate with educators, children and families to carefully select and provide adequate numbers of resources in order to contribute to children’s sense of belong and to provide new learning opportunities that extend and challenge children’s learning and development.
- Equally value both the outdoor and indoor learning environments as places that support children’s learning, creativity, social engagement and sense of belonging.
- Seek to develop learning environments that are secure and predictable, that reflect children’s different cultures, interests, abilities and learning styles.
- Design environments that support small group work in ways that minimise the risk of injury, minimise disruption between activities, minimise conflict between children and reduce prolonged exposure to excess internal and external noise.
- Ensure that indoor and outdoor environments provide opportunities to learn through play, enabling access to materials that stimulate investigation and reflection, and enriched with natural resources and opportunities to connect with nature.
- Offer children opportunities to be active, messy and noisy and play on a large scale.
- Encourage children and families to collect and bring recycled equipment and natural resources into the environment. Daily risk management checklists will be completed daily to assess the safety of the environment.

Tobacco, drug and alcohol-free environment

- Children being educated and cared for by this service must be provided with an environment that is free from the use of tobacco, illicit drugs and alcohol.
- All employees including the Nominated Supervisor and educators, students and volunteers must not be affected by alcohol or drugs (including prescription medication), so as to impair his or her capacity to supervise or provide education and care to the children.
- The physical areas of the service to be free of tobacco, illicit drugs and alcohol include preschool grounds and any areas which can be viewed from the preschool by our children and/or their families.

Staffing and Supervision

- Ensure that sufficient numbers of educators are employed to ensure adequate supervision of children at all times.
- Manage rosters to not only ensure that adequate numbers of educators are on duty to meet ratio and qualification requirements but that duty of care implications are considered to ensure adequate supervision at all times.
- Ensure screening and suitability of staff, volunteers and students as an ongoing process.
- Respond proactively to emerging staff performance concerns.

This policy has been adapted from material published by Community Child Care Co-operative (NSW).

Links to Legislation & National Quality Standards

- Education and Care Services National Regulations 2011: 104-114; 82-83
- Guide to the National Quality Standard ACECQA (2011): 3

References

- Kidsafe NSW Inc – www.kidsafensw.org
- Community Child Care Cooperative – www.ccccnsw.org.au
- Childsafety Australia – www.childsafetyaustralia.com.au

Links to other Policies

- Interactions with Children (RC 1)
- Infection Control (CHS 6)
- Child Protection (CHS 1)
- Environmental Sustainability (PE 3)
- Sun Protection (CHS 3)

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