

# PLAN OF MANAGEMENT

For

**Childcare Centre & Oosh**

Premises

**723-727 Warringah Rd, Forestville NSW**

<b>Revision</b>	<b>Date</b>	<b>Endorsement Date</b>
01	23/04/2024	

# PLAN OF MANAGEMENT

## Childcare Centre & Oosh

### Premises

**723-727 Warringah Rd, Forestville NSW**

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### RECITALS:

#### 1. INTRODUCTION

- 1.1 The Business will operate as a long day care centre and out of school hours centre for a maximum of 152 children aged from birth up to 6 years and will operate between the hours of 6.30am and 6.30pm, Monday to Friday (excluding public holidays).
- 1.2 The Business will provide for a total of up to 26 educational staff (at full occupancy) with the educational staff to be provided in accordance with the current applicable legislative requirements and occupancy of the Business at the following rates:
  - (a) 0 to 24 months – 1 teacher per 4 children (9 educators)
  - (b) 24 to 36 months – 1 teacher per 5 children (7 educators)
  - (c) 36 months and older – 1 teacher per 10 children (6 educators)
  - (d) OOSH – 1 teacher per 10 children (4 educators)
- 1.3 The Premises is near public transport including the bus stops on Warringah Rd at the corners of Darley St and Melwood Ave.
- 1.4 This Plan of Management provides guidelines and controls, which are to be adhered to in the operation of the Business, to ensure compliance with early childhood learning and traffic regulations/controls, and specifically to control and protect the amenity of the surrounding lots.
- 1.5 This Plan of Management has been prepared for the operation of the Business from the Premises.

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1.6 The personnel to be employed in the operation of the Business (or use of the Premises as such) will be familiarised with the content of this Plan of Management. The Plan of Management may be periodically modified in response to advice from the Council. Any modifications to the Plan of Management are to be endorsed by the Council.

1.7 The Plan of Management sets out the various strategies applicable to the day to day operations of the Business as they relate to acoustic, early childhood learning and traffic regulations/control associated with the business.

## 2. Definitions

2.1 In this Plan of Management:

- (a) **The Centre** means The Childcare Centre at 723-727 Warringah Rd, Forestville NSW
- (b) **Business** means the operation of a day care centre upon the Premises by The Centre operator or such other entity as may operate the Business;
- (c) **Car Park** means the carparking areas nominated on the Site Plan;
- (d) **Council** means the Northern Beaches Council;
- (e) **KPI** means key performance indicators;
- (f) **Plan of Management** means the signed copy of this Plan of Management;
- (g) **Providing a Child Safe Environment Policy** means the Child Safe Environment Policy, a copy of which is Annexure G to this Plan of Management;
- (h) **Premises** means at 723-727 Warringah Rd, Forestville NSW
- (i) **Site Plan** means the plans attached as Annexure B;
- (j) **Supervision Policy** means the Supervision of Children Policy, a copy of which is Annexure E to this Plan of Management;

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- (k) Any term defined in relation to the names and descriptions of the parties has the meaning therein defined;
- (l) reference to legislation or a provision of legislation includes change or re-enactment of the legislation or a legislative provision substituted for, and legislation and statutory instruments and regulations issued under the legislation;
- (m) words denoting the singular include the plural and vice versa;
- (n) words denoting individuals or persons include bodies corporate and trusts and visa versa;
- (o) headings are for convenience only and will not affect interpretation;
- (p) reference to a clause, paragraph or schedule is a reference to a clause, paragraph of this plan;
- (q) reference to a document or agreement includes reference to that document or agreement as changed, notated or replaced from time to time;
- (r) words denoting any gender include all genders;
- (s) where the day on or by which anything is to be done is a Saturday, a Sunday or a public holiday in the place in which that thing is to be done, then that thing will be done on the next succeeding business day.

## 3. HOURS AND TIMING OF OPERATION

3.1 The hours of operation of the Business are as follows:

- (a) 6:30am – 6:30pm (Monday - Friday); and
- (b) Closed Saturday, Sunday and public holidays.

3.2 Notwithstanding clause 3.1, the Business shall be permitted to operate at the following times in the circumstances described:

- (a) For 2 hours past closing time once per month for staff meetings/training;

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- (b) For 3 hours past closing time 4 times a year for parent teacher interviews and or information evenings;
- (c) Up to twice per year on a Saturday for the purposes of a family event, such as a Christmas pageant/party,

3.3 Children attending the event(s) referred to in clause 3.2(c) shall remain under the care, custody and control of their parent/guardian.

## 4. DUTIES OF THE CENTRE

4.1 The Centre shall, without limitation:

- (a) Ensure that the Business operates in accordance with the Conditions of Consent;
- (b) Work in conjunction with all staff employed in the Business so as to ensure that all practices are carried out in compliance with this Plan of Management, the *NSW Occupational Health and Safety Act 2000* and the Conditions of Consent;
- (c) Maintain records of all training given to staff of the Business, specifically in relation to this Plan of Management;
- (d) Keep proper records of all complaints concerning the operation of the Business, and produce the same to the Council upon request;
- (e) Ensure employees of the Business arrive and leave the Premises in an orderly and safe manner and not congregate around and about the Premises, either singularly or in groups;
- (f) Contact the Police and other relevant emergency service providers if and when required;
- (g) Provide staff with each policy applicable to the operation of the Business;
- (h) Address, and assist in the resolution of, any disagreement between the employees of the Business and the residents of any adjoining/surrounding residential properties;

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- (i) Immediately respond to any noise or traffic related complaints in an endeavour to correct the cause(s) of the complaint; and
- (j) Prepare a staff induction booklet that includes and addresses the contents of such a booklet as set out in Annexure F.

## 5. DUTIES OF THE CENTRE EMPLOYEES

5.1 In addition to any other obligations/duties that The Centre employees might have (either at Common Law or by virtue of legislation), each of The Centre employees shall have the following duties and or obligations:

- (a) Provide advice to The Centre management in relation any matters of an illegal or improper nature;
- (b) Ensure all noise and or traffic complaints are brought to the attention of The Centre. management;
- (c) Ensure that the Premises are not used for any purpose in contravention of the Conditions of Consent or this Plan of Management;
- (d) Familiarise themselves with and adhere to the policies of the Business;
- (e) Assist in the proper implementation and performance of this Plan of Management; and

## 6. STAFF AND LOCATION

Use their best reasonable endeavours to ensure that in the performance of their work they comply with all relevant laws.

6.1 Staffing numbers of the Business shall be based on the applicable Child Care regulations and based on demand and the pattern of enrolments at the centre.

The staffing numbers in this clause is based on the current regulations and applied to the anticipated number of children in each age group.

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## 6.2 Childcare Staff

As a minimum, the Business shall employ childcare staff in the following locations and ratio (subject always to the number of children attending the Business in each age group and the applicable legislative requirements concerning supervision numbers):

Location	Age Group	Number of Children	Number of Staff
Level 2	0-2 Years	35	9
Level 2	2-3 Years	32	7
Level 2	3 Years & over	53	6
Level 1	OOSH	32	4
<b>CENTRE CAPACITY</b>		<b>152</b>	<b>26</b>

## 6.3 Support Staff

As a minimum, the Business shall employ support staff in the following locations and ratio (subject always to the number of children attending the Business in each age group and the applicable legislative requirements concerning supervision numbers):

Location	Number of Staff
Office	2
<b>TOTAL</b>	<b>2</b>

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## 7. SAFETY

7.1 The Centre must provide a secure, safe and traffic compliant working environment for the operation of the Business.

7.2 A secure, safe and traffic compliant working environment will be achieved by:

(a) Compliance with this Plan of Management and the Conditions of Consent;

(b) Compliance with such controls as they apply or are imposed by the Department of Education and Communities (**DECs**); and

(c) Compliance with the licence issued for the operation of the Business.

## 7.3 Strategies

The Business shall ensure it has in place processes whereby there is a Workplace Health and Safety Officer to oversee all risk management procedures in conjunction with the Business's nominated supervisor.

To ensure the safety of the staff and children attending the Business, the nominated supervisor will:

(a) Conduct a risk assessment to determine potential emergencies that may be relevant to the service.

(b) Ensure a risk assessment occurs prior to excursions.

(c) Liaise with educators to ensure that risk management is part of daily practice and that procedures are developed and maintained to implement policies, record and review hazards.

(d) Ensure that health and safety information and a training strategy is part of the induction and ongoing professional development strategy for all educators.

(e) Inform families, during orientation and enrolment, about the service's policies relating to risk management and the need to maintain all emergency contact details. Written consent will be obtained from families for permission to access urgent medical, dental, hospital and ambulance assistance as per our enrolment pack.



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- (f) Ensure that educators and families are informed of the services policies relating to risk management and ensure that educator roles and responsibilities are clearly defined. These include:
  - i. Emergency and Evacuation Policy;
  - ii. Preparing for Critical Incidents;
  - iii. Incidents, Injury, Trauma and Illness Policy; iv. Excursion Policy;
  - v. Safe Storage of Dangerous Goods; and
  - vi. The WHS Checklists that must be completed to ensure a safe environment.
- (g) Ensure that emergency evacuation and lockdown procedures are rehearsed, documented and evaluated at least every month.
- (h) Ensure that at any time the service is operational at least one educator who holds a current approved first aid qualification, and at least one educator who has undertaken anaphylaxis management training, and at least one educator who has undertaken emergency asthma management training is in attendance and available. The same person may hold one or more of these qualifications.
- (i) Update maintenance logs and report immediate concerns as per procedures to ensure the prompt attention to any WHS issues.

To assist in ensuring a safe workplace and environment, educators will:

- (a) Complete daily WHS checklists of the environment before children and families enter the service and also at the end of the day. Educators will identify any potential hazards and note these on the checklist, rectifying any risks immediately where possible. Any identified hazards that cannot be immediately removed or rectified must be reported to the nominated supervisor or head office immediately.
- (b) Not put themselves or others at risk at any time when seeking to reduce or remove potential hazards.
- (c) Be encouraged to complete first aid training and professional development to increase their awareness of risk management.
- (d) Implement emergency evacuation/lockdown procedures to ensure the welfare of children, families and educators.

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- (e) Ensure compliance with the Supervision of Children Policy and Providing a Child Safe Environment Policy and other policies adopted by the Business from time to time.

## 8. PLANNING FOR EMERGENCIES

- 8.1 Procedures for dealing with an emergency in the Premises will be developed in accordance with AS 3745—2010 (Planning for emergencies in facilities) and implemented to ensure the effective and efficient management of any emergency in the Premises.
- 8.2 The procedures will result in the development of emergency plans and emergency/evacuation procedures that embrace the following key features so as to ensure the safety of occupants including visitors leading up to, and during an evacuation:
- (a) Assembly area - the designated place or places where people assemble during the course of an evacuation;
  - (b) Emergency mitigation - Measures taken to decrease the likelihood of emergencies occurring and the associated impacts on people, the facility and the environment;
  - (c) Emergency plan - the written documentation of the emergency arrangements for a facility, generally made during the planning process. It consists of the preparedness, prevention and response activities and includes the agreed emergency roles, responsibilities, strategies, systems and arrangements;
  - (d) Emergency preparedness - The arrangements made to ensure that, should an emergency occur, all those resources and services that are needed to cope with the effects can be efficiently mobilized and deployed;
  - (e) Emergency prevention - the measures taken to eliminate the incidence of emergencies. These include the regulatory and physical measures to ensure that emergencies are prevented;

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- (f) Emergency response exercise - a site-specific exercise implemented to determine the effectiveness of the emergency response procedures;
- (g) Emergency response procedures - a documented scheme of assigned responsibilities, actions and procedures within a designated section of the emergency plan, to respond to and manage emergencies;
- (h) Emergency response team (ERT) - specialist personnel, appointed to attend specific incidents, to contain, control or eliminate the emergency using emergency response equipment;
- (i) Evacuation - the orderly movement of people from a place of danger;
- (j) Evacuation diagram - emergency and evacuation information about the facility, comprising a pictorial representation of a floor or area and other relevant emergency response information as set out in Annexure C;
- (k) Evacuation exercise - an emergency response exercise in which the exercise simulates an emergency that requires an evacuation; and
- (l) Staging area - an area in a facility where occupants and visitors are intended to gather in preparation for an evacuation.

## 9. USE OF THE CAR PARK

- 9.1 The Business shall provide **38** parking spaces numbered 1-38, two disabled spaces are included, on the Site Plan.
- 9.2 The Ground Floor Car parking area will contain parking to accommodate **38** vehicles including, a turning bay, motor bike parking, a transient service space and bin storage area.
- 9.3 The disabled parking (noted as Accessible on the plans) is located in the main car park along the pedestrian access path.

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- 9.4 The Car Park must be used only for the purpose of a car park, which includes, when and where necessary, pedestrian and vehicular access. An “Authorised Vehicles Only” sign shall be permanently displayed at the car park entry driveway.
- 9.5 Bay 38 of the Car Park shall be used as a transient service space dedicated for deliveries and waste collections, which shall only occur outside drop-off and pick up times
- 9.6 The staff are to ensure that parents are to be advised upon enrolment that parking in legally defined spaces only is permitted (i.e. within the carpark or street parking) and that vehicles are under no circumstances to be parked on Council’s nature strip, on other properties, or otherwise illegally.

## 10. EXTERNAL COMPLAINTS MANAGEMENT

- 10.1 The Centre values the feedback of educators, families and the wider community in helping to create a service that meets regulation and the needs of enrolled children and their families. A component of this feedback is the ability to put forward a complaint and have this managed appropriately with due consideration for accountability and quality improvement.
- 10.2 The Centre must provide a complaints telephone number to be manned during the hours of 8.30am and 5.30am (Monday to Friday) with a facility for receiving and recording telephone complaints outside of those hours.
- 10.3 The complaints telephone number is to be advertised by way of leaflet drop to all nearby residents within a 500m radius of the Business.
- 10.4 All valid complaints shall be investigated and resolved to the best of The Centre’s abilities as soon as practicable.
- 10.5 The owner/operator must maintain a “Complaints Book” recording details of any Incident that occurs including the time of the Incident, a description of the Incident and any actions taken by the management of the Centre in response to the Incident. All complaints must include the details of the person reporting the incident including a contact phone number so that

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management may follow up any complaint. The option will be given to a complainant as to whether a complaint is confidential or non-confidential.

10.6 An "Incident" includes:

- (a) any breach of this Plan; or
- (b) any complaint by any person about the operation of the Child Care Centre; or

10.7 The Complaints Book must be updated within 24 hours of any Incident. The owner/operator must review and initial and date all entries made in the Complaints Book in his absence whenever he/she is next on the Premises.

10.8 The Complaints Book must be made available to Council officers for inspection upon request.

10.9 Complaints must remain in the Complaints Book for a minimum period of two years from the date of reporting.

10.10 The owner/operator will investigate any incident within 5 working days and the complainant will receive a response within 10 working days detailing what action has been taken (if any action is deemed required) addressing the complaint or concern.

10.11 If an Incident relates to noise, the owner/operator must:

- (a) take all reasonable steps to stop or reduce the source of the noise to prevent future occurrences.
- (b) attempt to rectify the situation immediately.
- (c) contact the individual who reported the Incident to verify that the problem has been addressed.

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

10.13 Contact Details for the registering of complaints are as follows:

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The Centre– **Contact details to be advised.**

## 11. INTERNAL COMPLAINTS MANAGEMENT

### 11.1 Introduction

The service values the feedback of educators, families and the wider community in helping to create a service that meets regulation and the needs of enrolled children and their families. We encourage open communication through opportunities to respond and provide feedback on all aspects of the service.

A component of this feedback is the ability to put forward a complaint and have this managed appropriately with due consideration for accountability and quality improvement.

### 11.2 Service Goals

The Business shall have the following goals in respect of dealing with internal complaints:

- (a) Provide opportunities for consultation, evaluation and review of the service operation and delivery of the education and care program;
- (b) Develop a process for making and managing complaints;
- (c) Communicate the option and process of making a complaint;
- (d) Handle complaints diligently and confidentially.

### 11.3 Strategies

The Business shall adopt the following strategies in dealing with internal complaints:

- (a) Feedback:

Communications will aim at all times to be open, honest and confidential.

The service offers a variety of ways to communicate and provide feedback including, however not limited to:

- i. Daily Reflection and Curriculums – with a section dedicated to comments or feedback;

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- ii. Interactions;
- iii. Formal feedback and comments;
- iv. Emails; and
- v. Family Information and Discussion Nights.

With permission, educators may write comments on behalf of families to help with evaluations of the program and encourage further family input.

Families are provided the service's email address and phone details at orientation. Families will be encouraged to converse with educators at pick up and drop off times and may email or call throughout the day.

Feedback from families is encouraged and educators and staff will take this feedback into account in ongoing planning and quality improvement.

Families will be informed as to how their feedback has contributed to improvements in the service through information notice board displays, emails, and/or newsletters.

## (b) Complaints:

The Nominated Supervisor will:

- i. Develop a process for managing complaints. This process includes:
  - Receiving complaints;
  - Addressing and investigating complaints; and
  - Documenting complaints.
- ii. Communicate information on the process to families through enrolment and orientation processes and information;
- iii. Provide contact details for putting forward a complaint;
- iv. Ensure every complaint is managed and is an opportunity for quality improvement;
- v. Discuss the process for managing complaints with the educator and staff team; and
- vi. Provide or arrange training on complaints management.

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## (c) Process (Information for Families):

- i. If families make a formal complaint about aspects of our service, no person will be disadvantaged in any way as a result of that complaint.
- ii. Complaints should be forwarded to:
  - Head Office or
  - Your Service, attention: Nominated Supervisor
- iii. The complaint will be dealt with the strictest confidentiality. Any educator or staff member involved in handling complaints will ensure that information is restricted only to those who genuinely need to be notified in order to deal with the complaint. If information specific to the complaint needs to be disclosed to others during its resolution, the complainant will be informed.
- iv. The complaint will be documented by an educator, and sent through to Head Office. The complaint will then be forwarded on to the most appropriate person to investigate the complaint. This will include, but will not be limited to the Nominated Supervisor and the approved provider.
- v. Actions to address the complaint will be determined. Once the outcomes or resolutions are agreed on, all persons involved in the original complaint will be notified and informed of any actions for improvement that will take place as a result of the complaint.
- vi. The Department of Education and Communities will be notified of a reportable complaint made to the service alleging a breach of regulation within 24 hours of the complaint being made.

## (d) Process (Information for Educators):

*Note: employee's grievances will be dealt with in accordance with the staff grievance procedures policy contained within the Employee Handbook.*



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- i. Educators and staff may make a formal complaint about aspects of the service and no person will be disadvantaged in any way as a result of that complaint.
  - ii. Complaints should be forwarded to:
    - Head Office or
    - Your Service, attention: Nominated Supervisor
  - iii. The complaint will be dealt with the strictest confidentiality. Any educator or staff member involved in handling complaints will ensure that information is restricted only to those who genuinely need to be notified in order to deal with the complaint. If information specific to the complaint needs to be disclosed to others during its resolution, the complainant will be informed.
  - iv. The complaint will be documented and placed on the complaints register. The complaint will then be forwarded on to the most appropriate person to investigate the complaint. This will include the Nominated Supervisor and the approved provider.
  - v. Actions to address the complaint will be determined. Once the outcomes or resolutions are agreed on, all persons involved in the original complaint will be notified and informed of any actions for improvement that will take place as a result of the complaint.
  - vi. The Department of Education and Communities will be notified of a reportable complaint made to the service alleging a breach of regulation which alleges that the safety health or wellbeing of a child was or is affected, or that the service has broken the Education and Care Services National Law, within 24 hours of the complaint being made.
- (e) Evaluation
- Continuous improvement of our service occurs where there is reflection and constructive feedback given from the service community which results in positive change and improvement.

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Complaints are managed well, lead to quality improvement and are conducted in a safe manner in a secure environment.

## 12. ROUTINES

### 12.1 Routine Excursions

Due to the location of the Business, and following risk assessments being undertaken, small groups of children (with parent permission and appropriate staff) can attend planned excursions that may include trips to local parks, indoor active play centres, gymnastics centres and the like so as to enhance children's planned physical activities. These types of programs have numerous benefits for children's development and strengthens their sense of belonging and is supported by:

- (a) Public transport being available from the service; and
- (b) The ability to link the excursion program to the Community Connection and Wellbeing Projects planned by other approved providers.

### 12.2 Management of children's routine

#### General overview of routines

The aim of the Business is to provide an environment that is aesthetically pleasing, safe, and flexible and has functional play and learning environments. The Business will provide a safe and supportive environment, considering all regulatory requirements. All children have the right to be provided with age appropriate experiences in both the indoor and outdoor environment.

12.2.1 Daily routines can vary according to the children's individual needs and their developmental stages. These factors are to be taken into consideration once children have enrolled within the Business and in conjunction with discussions with families (as to some children's individual routines) and will be part of the enrolment form process.

12.2.2 Routines of the Business and also individual age groups can also vary depending on the season (i.e indoor/outdoor play) as well as at certain times of the day. With this in mind, and with consideration of the routines

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of the children, indoor and outdoor play can be flexible (times can vary) allowing the children to have enough time indoors and outdoors according to their needs and interests. This can occur in a small group with one or two educators at any one time to support the needs of the children.

12.2.3 With the factors in clauses 12.3.1 and 12.3.2 in mind, the Business will adopt routines for the children consistent with the following, noting that this routine is subject to change according to the individual age groups of the children.

<b>6.30am – 8.00am</b>	Indoor free play. Family grouping could be implemented to ensure children and families are greeted on arrival to the Business by educators depending on the enrolment patterns of the children.
<b>8.00am – 8.30am</b>	Split into different rooms as numbers will be increasing. Indoor free play. Morning tea can be offered as a progressive indoors or outdoors depending again on the needs of the children. Educators could encourage children to bring with them a piece of fruit and enjoy morning tea outdoors.
<b>8.30am – 11.30am</b>	Outdoor Space free play.

12.2.4 The centre is split over 2 levels with each having both indoor and outdoor space. Level 1 is open plan to allow for maximum flexibility. Level 2 has separate rooms to divide the age groups to offer deeper engagement in the education programme that can be changed as needs, regulations and education styles change.

12.2.5 The Level 2, indoor space is set up to cater for the 0-2 age group by the inclusion of the cot rooms baby changing area.

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12.3.6 The Level 1, space is set up as the out of school hours care with indoor space not so age specific, while it does not have cots rooms, bedding will be stowed in the large storage area.

12.2.7 Part of the philosophy of the centre is to cater better for children of all ages to offer a wider range of experiences for all of the children of the centre.

12.2.8 There is one primary outdoor space, on level 2. And another outdoor space on level 1. The outdoor space has been designed to offer a vast array of experiences for the children. The space is primarily open with a shadecloth covered area and large trees to provide shade throughout the day. Most of the surface is artificial grass offering an all-weather play setting that can be used as an extension of the indoor spaces.

12.2.9 As per the sun safety policies educators would apply appropriate sun safe strategies to ensure children are sun smart whilst playing in direct sunlight.

**11.30 – 12.30pm** Indoor free play within the rooms.

**12.30pm – 1.15pm:** Progressive lunch time for the children depending on the needs of the children.

**1.15pm – 2.30pm:** Quiet and rest time (Earth hour)

**2.30pm – 3.15pm:** Progressive afternoon tea

**3.15pm – 5.30pm:** Outdoor Space free play

**5.30pm – 6.30pm:** Indoor free play and towards the end of the afternoon/evening. Family grouping to assist with staffing and small group interactions.

12.2.10 With the children 0-2 years in particular depending on the individual routines of the children indoor play and outdoor play can be accommodated within this routine eg: children can play outside in a smaller group with one or two staff while another staff member monitors the children indoor at their routine sleep time and follows safe sleep checks according to guidelines and policies. This allows for more quality of care in relation to interactions with children (smaller ratio of educator to child) which allows for positive relationships to be formed.

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12.2.11 The following strategies will be implemented to ensure that children can play within defined spaces and receive quality education and care:

- (a) Reminder signs (visuals for the children) are to be posted near the entry of some of the rooms with the number of children that can play in that space (especially in the upstairs area). This will encourage self-regulation of their numbers in each room and also act as a reminder for educators as to where to interact and play with the children depending on the children's play patterns.
- (b) A variety of activities like; problem solving (puzzles), creative arts, pre-literacy and pre-numeracy may be provided to support the implementation of the curriculum.
- (c) The smaller spaces available throughout the service can allow educators to create areas of purpose and invitations to play that children can explore and move between. For example indoors can easily include: dramatic play area, music room, gross motor play etc.

12.2.12 Small invitations to play (i.e. learning environments), set up by educators, will be readily available throughout both indoor and outdoor environments. This allows for children to have the opportunity to play and interact with educators on a smaller scale (especially important for children who are experiencing separation anxiety).

## 12.4 Equipment in the Business

12.4.1 Furniture, equipment, facilities and resources are to be suitable for their purpose of early education and care and are to take in account the age and stage of development of the children using such items.

12.4.2 The Business is to maintain sufficient space to ensure equipment and facilities promote learning and development of children. Age-appropriate furniture and equipment is to be purchased thoughtfully to ensure it is safe and does not pose a hazard to safety of the children or staff.

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12.4.3 Much of the equipment and resources purchased is to be open ended in use allowing for multiple uses by the children and allow for creativity and opportunities for learning and development.

## **12.5 Children's toileting and/or nappy change routines, bottle preparations, settling in the cot rooms and handwashing routines.**

- (a) Although there is a kitchen, other items can be used in the rooms to assist with staff not needing to go out of the room for extended periods of time including:
  - (i) Health and Hygiene mobile station; and
  - (ii) Intercoms and phone communication to enable contact with other staff to assist with nappy changing, toileting etc and when required.
- (b) Each morning, an updated (daily) chart of children's times to have their bottles available in the kitchen is to be prepared and also communicated with the staff.
- (c) The morning routine is to include the preparation of the bottle preparing area. This area to include policy and procedure of preparing bottles as well as a bottle chart for the rooms.
- (d) Children will be provided with all meals including lunch. Unless otherwise desired by a parent, children are not expected to bring their own lunch. Children's medication is to be stored in a locked container in the fridge so children cannot access this etc but is accessible to the staff as required. It is to be clearly marked with the child's name and class/room.
- (e) There is also to be a full-time director and administration (non-contact) person who can assist with tasks if required.
- (f) Cleaning schedule to be designed and designated to different educators (possibly based on shifts). Centre policies and procedures to clearly indicate the steps required during the

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cleaning process. Sample hand washing policy has been included in Annexure D.

The table below is only a sample.

Daily Routine	Responsible Educator
Breakfast	Morning shift
Morning Tea	Middle shift
Toileting	All educators including Floaters
Nappy Changes	Late Shift
Lunch	All educators
Sleeping Routine	Morning shift
Cleaning of floors	Late shift
Cleaning of toilets	
Bottle Preparations	Floater
Preparing washers for babies	Late shift
Monitoring Cots	Morning and Late shifts
Daily Room Checks	All educators
Outdoor & Indoor Transition	Morning and Late shifts
Laundry	All educators
Craft preparation	Floaters

12.5.1 Educators will conduct physical checks while children are sleeping in the cots every 15 minutes. Annexure H includes sleep chart to be used.

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## 12.6 Indoor and outdoor

12.6.1 The Business shall ensure that:

- (a) Fencing and barriers which enclose outdoor areas used by children in the education and care service 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 service by unauthorised people will also influence the height and design of fencing and barriers;
- (b) Sufficient furniture, materials and developmentally appropriate equipment are provided and maintained in the service in order to support all children to engage and access the program and develop their developing skills and independence;
- (c) Laundry facilities at the service are located and maintained in a way that does not pose any risks to children, staff and families;
- (d) Adequate space requirements are maintained in both the indoor and outdoor environments;
- (e) Bathroom and nappy changes facilities are developmentally and age appropriate and are located and designed in a way that support safe use and convenient access by children;
- (f) The nappy change areas support safe access and hygienic nappy change routines and that educators and children have ready access to hand washing facilities;
- (g) Environments are well ventilated and have adequate natural light;
- (h) Indoor temperatures are maintained at levels that support children's safety and wellbeing;
- (i) The play spaces in the service provide children with opportunities to explore and experience the natural environment;



# PLAN OF MANAGEMENT

- (j) The outdoor space environment at the service has adequate shaded areas to protect children from ultraviolet radiation from the sun; and
- (k) The environment seeks to support convenient access to both indoor and outdoor play activities and to toilet and nappy change facilities according to supervision requirements, children's independence and developmental needs.

## 12.6.2 The Centre will:

- (a) Ensure that plants are selected to minimise risks to children. No poisonous or dangerous plants will be included in the education and care environment; and
- (b) Collaborate with educators 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.

## 12.6.3 The educational leader of the Business will collaborate with educators to:

- (a) Equally value both the outdoor and indoor learning environments as places that support children's learning, creativity, social engagement and sense of belonging;
- (b) Seek to develop learning environments that are secure and predictable and that support children to take increasing responsibility for their health, hygiene and personal care;
- (c) Design learning environments that are welcoming and accessible for all children and families, considering cultural diversity, social and physical inclusion;
- (d) Design environments that reflect children's different cultures, interests, abilities and learning styles;
- (e) 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;
- (f) Design outdoor learning experiences that complement and extend the indoor activities and learning experiences;

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- (g) Ensure that 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;
- (h) Design indoor environments that are enriched by natural resources and opportunities to engage with nature;
- (i) Offer children opportunities to be active, messy and noisy and play on a large scale;
- (j) Encourage and nurture children's interest in the world around them. By providing children with materials, resources and information, educators can help children to appreciate and respect the beauty of their natural and built environments;
- (k) Select resources and design learning environments that foster children's connections with the natural environment;
- (l) Select natural materials and fibres if possible, when purchasing new equipment and resources. These include items such as wooden shelving and natural materials. Such resources enhance the look and feel of nature within the environment;
- (m) Natural and flexible play materials such as sand, leaves and water will be available for children;
- (n) Encourage children and families to collect and bring recycled equipment and natural resources into the environment as appropriate to the service;
- (o) Encourage children to care for plants by growing plants from seeds; and
- (p) Design areas for appreciation of nature, where educators and children can observe the natural play environment and reflect on nature. This will include the introduction of indoor plants into indoor area. Educators and children will be responsible for the care of these plants ensuring they have enough sunlight and water. As in the outdoor garden, plants will be selected to minimise the risks to children.

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## 12.7 Movement between floors

12.7.1 To offer the children the widest range of experience all age groups may use the whole centre for different activities. Each of the activities will be rostered in so the spaces are not being over used.

12.7.2 Movements of children will be limited to the hours between pick-ups and drop offs and will use the common space of the centre as a secure area to move children between floors.

## 13 COLLECTION OF CHILDREN FROM PREMISES & EXCURSIONS

13.1 A child may only leave the centre if the child:

- (a) is given into the care of:
    - (i) a parent of the child; or
    - (ii) an authorised nominee named in the child's enrolment record; or
    - (iii) a person authorised by a parent or authorised nominee named in the child's enrolment record to collect the child from the premises; or
  - (b) leaves the premises in accordance with the written authorisation of the child's parent or authorised nominee named in the child's enrolment record; or
  - (c) is taken on an excursion in accordance with this Division; or
  - (d) is given into the care of a person or taken outside the premises:
    - (i) because the child requires medical, hospital or ambulance care or treatment; or
    - (ii) because of another emergency.
- (c) Written authorisation must also be provided by a parent or other person named in the child's enrolment record as having authority to

# PLAN OF MANAGEMENT

authorise the taking of the child outside the centre for an excursion.

The authorisation must state:

- (i) the child's name;
- (ii) the reason the child is to be taken outside the Premises;
- (iii) the date the child is to be taken on the excursion;
- (iv) a description of the proposed destination for the excursion;
- (v) the method of transport to be used for the excursion;
- (vi) the proposed activities to be undertaken by the child during the excursion;
- (vii) the period the child will be away from the premises;
- (viii) the anticipated number of children likely to be attending the excursion;
- (ix) the anticipated ratio of educators attending the excursion to the anticipated number of children attending the excursion;
- (x) the anticipated number of staff members and any other adults who will accompany and supervise the children on the excursion; and
- (xi) that a risk assessment has been prepared and is available at the Business.

## 14 FOOD & BEVERAGES

14.1 The Business will provide a fully functional kitchen.

14.2 Food and beverage provided to the children. The food is to be nutritious and adequate in quantity. It will be chosen having regard to the dietary requirements of individual children taking into account:

14.2.1 each child's growth and development needs; and

# PLAN OF MANAGEMENT

14.3.1 any specific cultural, religious or health requirements of each individual child.

## 15 LAUNDRY & HYGIENE FACILITIES, NAPPY DISPOSAL

- 15.1 Laundry facilities and hygienic facilities for storage prior to disposal or laundering are to be provided appropriate for the needs of the Business and are to be located and maintained in a way that does not pose a risk to children.
- 15.2 Laundry facilities provided on the Premises for washing and cleaning will comply with all safety regulations regarding storage of cleaning products and MSDS's will be clearly displayed.
- 15.3 The Business is to provide adequate and appropriate hygienic facilities for nappy changing. Changing benches, and hand cleansing facilities for adults in the immediate vicinity of the nappy change area, are to be made available with such facilities to be designed, located and maintained in a way that prevents unsupervised access by children.
- 15.4 All nappies are to be disposed of via the engagement of a suitably qualified, experienced and insured contract service provider such as Pink Hygiene or similar.

## 16 WASTE & RECYCLING

- 16.1 The Business is committed to the Environment and future generations. The Business strives to maintain its local community and environment.
- 16.2 The Business shall adopt and implement a green policy of minimising waste to landfill and maximising reuse and recycling whenever possible.
- 16.3 Appropriate waste and recycling facilities will be provided which meet Councils and Environmental Protection Authority (EPA) requirements.
- 16.4 One of the core pillars of the Business is to constantly evolve its operations to minimise the environmental impact, contribute to human health and wellbeing, while establishing the best practice within the industry. The Business can demonstrate its contribution to the community and to the

# PLAN OF MANAGEMENT

industry by showcasing its Operational Waste Management Plan by targeting recycling and reuse of resources of greater than 60%.

16.5 A highlight of the Business plan is as follows:

16.5.1 Minimal bin lifts and reduced transport emissions.

16.5.2 On-site food waste solution to avoid landfill disposal.

16.5.3 Source separation of major waste streams for recycling and reuse.

16.5.4 KPI's for centre management staff on landfill disposal of <50%.

16.5.5 Generously designed waste rooms and areas to allow ease of collection with minimal disruption.

16.5.6 A professional cleaning contractor is to be engaged to carry out the daily cleaning of the Premises (including as a minimum the kitchen and toilet areas), both internally and external.

## 17 COMPLIANCE WITH CHILDRENS SERVICES REGULATION

17.1 The Business is to comply with the accommodation standards and outdoor play area requirements of the Children's Services Regulation.

## 18 ACCESS TO THE PREMISES

18.1 An intercom system with a lockable gate and CCTV is to be installed at the entry of the Premises. The lockable gate is to be accessible by either key pad or swipe card (provided to parents at time of orientation) or by remote control operated by the Director.

## 19 NOISE

19.1 The Business shall adopt and implement the findings in the Acoustic report prepared by NG Child & Associates, Version 1 dated 3<sup>rd</sup> April 2018 and subsequent addendum letter dated 25 April 2024

# PLAN OF MANAGEMENT

## 20 VARIATION & REVIEW

20.1 This Plan of Management may only be varied with the prior written approval of the Council (or the Court), which approval must not be unreasonably withheld.

20.2 A review of this Plan of Management will be carried out annually by The Centre. at which time all the complaints (if any) in the complaints log book shall be considered and the outcome of all such complaints noted.

20.3 To the extent that there are deficiencies found in the control of traffic from the Business, The Centre. shall implement such additional strategies so as to reasonably address the deficiency. This plan shall be amended accordingly to address those matters.

# PLAN OF MANAGEMENT

## APPROVAL PAGE

Approved by Northern Beaches Council on: .....

Responsible Council Officer: .....

The Centre: .....

Date: .....



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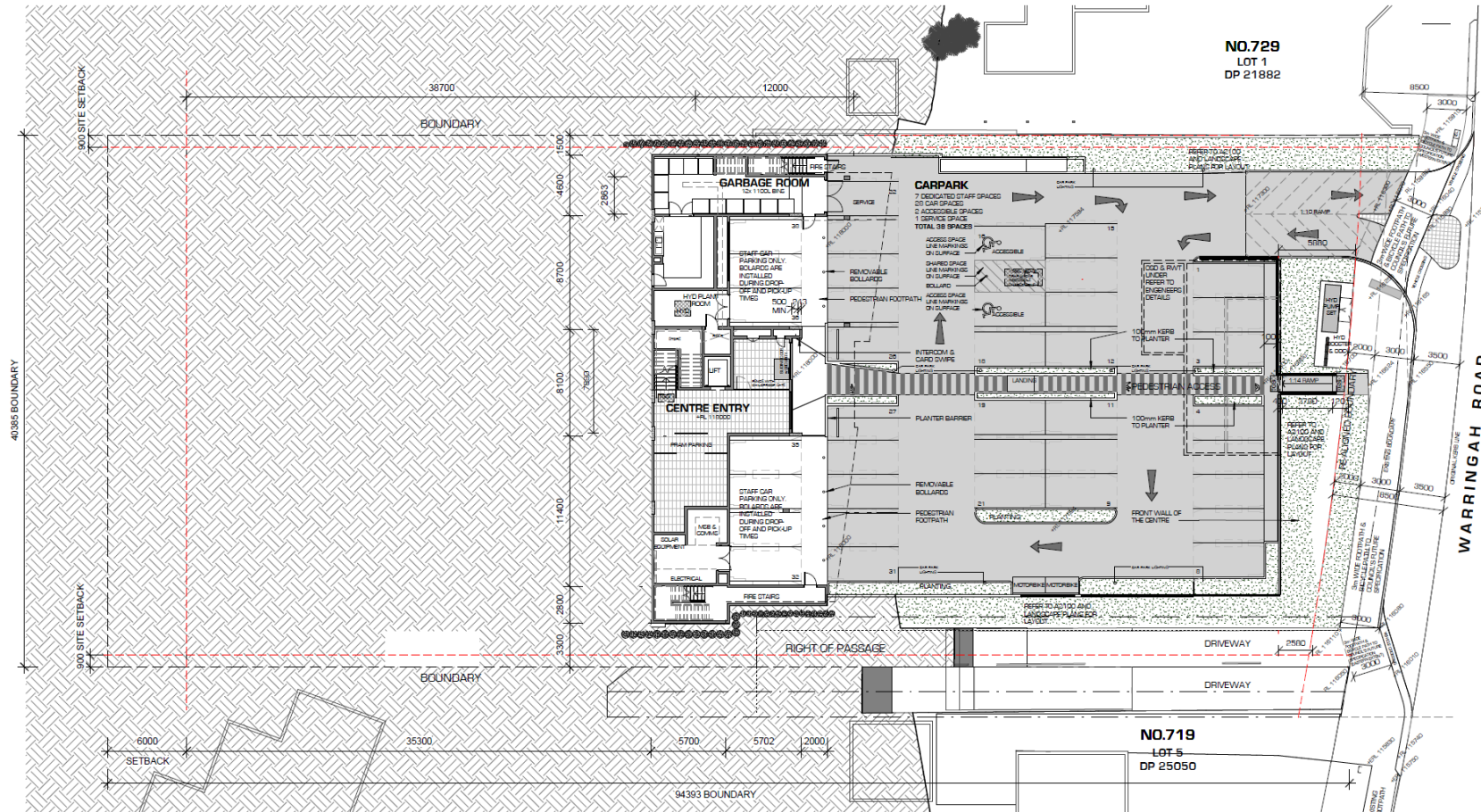
## ANNEXURE "A"

### Conditions of Development Consent issued by Northern Beaches Council

# PLAN OF MANAGEMENT

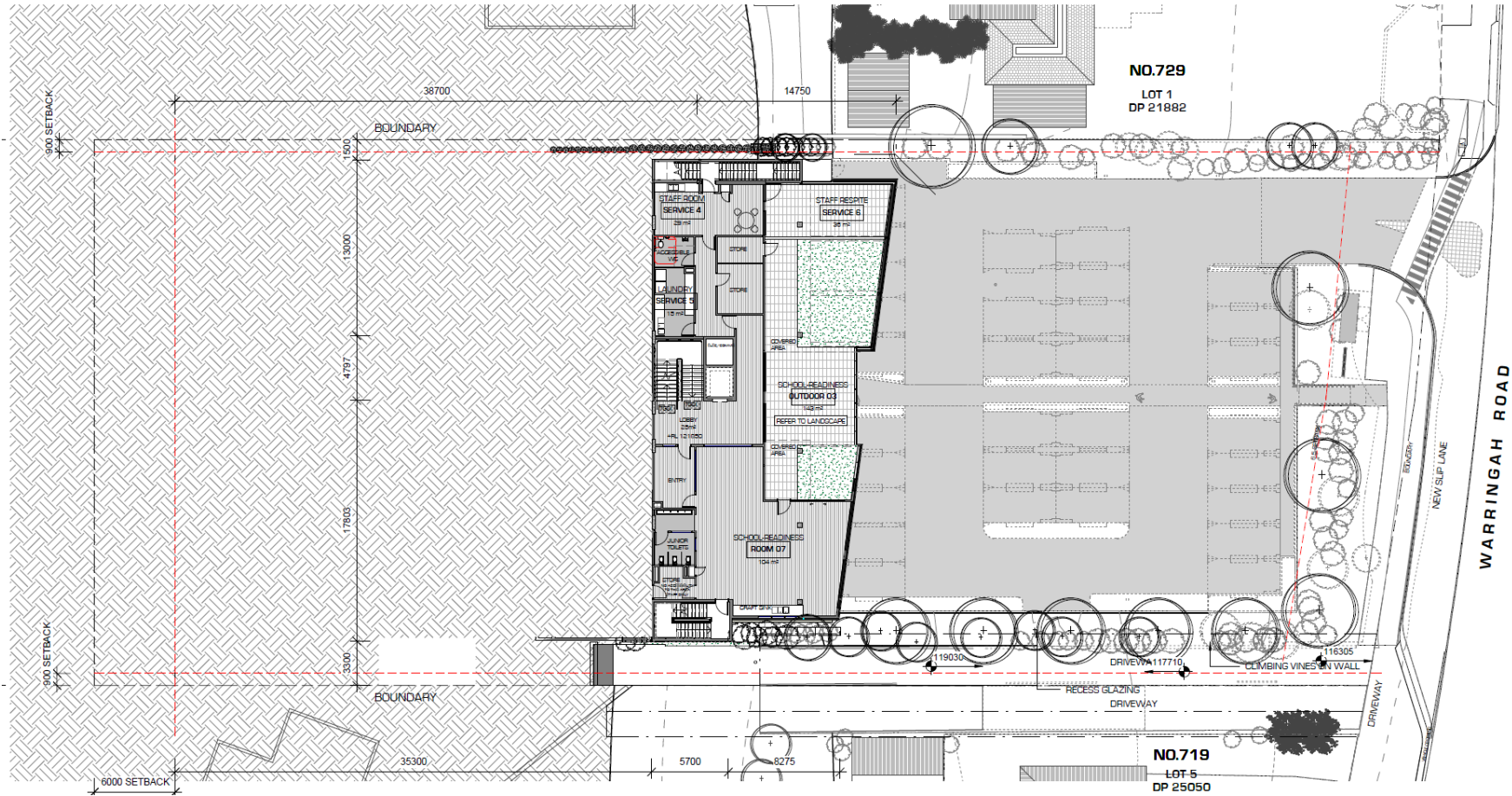
## ANNEXURE "B"

### Site Plan



Plan of Management for 723-727 Warringah Rd, Forestville  
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## Annexure “C”

### Emergency Evacuation Kit Checklist

Educators should keep an emergency evacuation kit in a waterproof storage container and store in an easy to access location. Educators should check the kit every three months to stock up and rotate supplies to ensure provisions are fresh and safe to use.

An emergency evacuation kit is a small bag kept handy in case of an emergency evacuation. The kit should contain:

1. Contact details for all children in care, including emergency contacts (laminated)
2. Educators contact details including emergency contacts (laminated)
3. Important medication and medical management plans
4. Small first aid kit
5. Baby formula
6. Nappies
7. Sunscreen
8. Blanket
9. Rainwear or an emergency plastic poncho
10. Bottles of water
11. Biscuits or crackers
12. Torch
13. Gloves
14. Pen & notepad
15. Battery operated, portable AM/FM Radio and extra batteries (check shelf life)
16. USB with backup of important files
17. Map of your local area with evacuation points and contact details for emergency services.

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## **EMERGENCY AND EVACUATION POLICY**

### **Sources / Legislative Requirements**

1. Education and Care Services National Law Act 2010
2. Education and Care Services National Regulations 2011
3. Work Health and Safety Act 2011
4. Work Health and Safety Regulations 2011

## **IMPLEMENTATION**

### **Management is responsible for ensuring:**

1. 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 that maintenance records are retained for two years.
2. All emergency and exit signs are clearly visible.
3. The educators are aware of their role and responsibilities in the event of an emergency or critical incident.
4. The educators are appropriately trained for their role in the event of an emergency or critical incident and that any records of training are retained.
5. Emergency and/or critical incident reporting, response and evacuation procedures or instructions are documented.
6. Emergency and evacuation procedures are prominently displayed, in relevant positions, throughout the Education and Care Service.
7. An evacuation plan that includes a clear diagram of the escape route and assembly area is prominently displayed in the care environment.
8. Notices that clearly outline emergency contact telephone numbers are displayed adjacent to the telephone.
9. That only qualified, accredited persons install, repair and/or maintain electrical equipment.

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10. Access/escape routes and emergency exits are clear of obstructions at all times (that is, objects and/or vehicles are kept at least two (2) metre's from any exit).
11. The relevant government health and safety authority is notified in the event of a serious emergency or critical incident.
12. 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.).
13. The Approved Provider / Nominated Supervisor must ensure that emergency and evacuation procedures are rehearsed every 3 months with the aim of all children participating in at least one emergency evacuation in a three month period.
14. The rehearsal of emergency and evacuation procedures are documented.

## **The Business is responsible for:**

1. Ensuring all educators, visitors and children recognise the alert and evacuation signals and know the relevant procedures, escape routes, and assembly area(s).
2. Supervising, recording, reviewing and evaluating each practice drill and implementing improvements to the procedures as required.

In relation to ***unwelcome intruders, robberies and general security***, proactive risk control measures implemented at the residence / venue include:

1. Access points to the Education and Care Venue and residence are limited and are properly secured at all times.
2. The identification of all non-regular persons wishing to enter the service is checked before access is provided (for example, via a photo ID).
3. The internal and external areas of the Education and Care service are well lit at all times when persons are present.

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4. Waste is appropriately stored and regularly removed.
5. Smoke detectors and firefighting equipment are installed and maintained according to the manufacturer's instructions, and Australian Standards.
6. Appliances are checked for faults (for example, frayed cords) before use.
7. The use of extension cords, double adaptors etc. is discouraged.

## ANNEXURE "D"

### Handwashing Policy

#### Policy Statement

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*Infections can be spread by a person who shows no signs of illness. Hand washing is one of the most effective ways of preventing the spread of infection.*  
The best way to prevent the transmission of disease is to **wash and dry your hands thoroughly.**

Educating staff to wash and dry their hands effectively decreases the amount of disease in infants and toddlers. Hand washing is effective because it loosens, dilutes and flushes off germs and contaminated matter.

To promote and enable effective hand washing requires:

1. Hand basins to be readily accessible and located where they will be needed (including nappy changing areas, toilets, food preparation areas and outdoors); and
2. Hand basins to be at an appropriate size and height, for staff and children. liquid soap and paper towel dispensers will reduce the opportunities for cross contamination.



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## How to wash hands

Use the following method to make sure **your** hands and the **children's** hands are as germfree as possible. The process of thoroughly washing and rinsing your hands should take 10 – 15 seconds. This can be achieved by slowly counting to 10 when you wash and then slowly counting to 10 when you rinse. This is about as long as it takes to sing 'Happy Birthday' twice.

1. Wet hands with running water.
2. Use liquid soap and spread overhands.
3. Rub your hands vigorously as you wash them.
4. Wash your hands all over. Pay particular attention to wash the palms and backs of hands, in between fingers, under finger nails and around wrists.
5. Rinse your hands thoroughly to remove all suds and germs. Thorough rinsing will help prevent dermatitis from suds.
6. Turn off the tap using paper towel.
7. Pat dry your hands with a new paper towel.

Teach the children under your care to wash and dry their hands in this way. Staff need to supervise and observe children so that they develop hand washing as a good habit and do it properly. Encourage the children not to touch the tap after they have washed and dried their hands. The tap will have lots of germs on it.

## Babies need to have their hands washed as well

Babies need their hands washed as often and as thoroughly as older children. If

# PLAN OF MANAGEMENT

the baby is able to stand at an appropriate sized hand basin, you need to wash and dry their hands just as you would for yourself. If the baby is unable to stand at a hand basin, wash their hands with either premoistened towelettes or wet disposable cloths, and then pat dry with paper towel.

## **When to wash your own hands**

1. When you arrive at the centre. This reduces the introduction of germs;
2. Before handling food, including babies' bottles;
3. Before eating;
4. After changing a nappy;
5. After removing gloves;
6. After going to the toilet;
7. After cleaning up blood, faeces or vomit;
8. After wiping a nose, either a child's or your own;
9. Before giving medication;
10. After handling garbage;
11. After coming in from outside play; and
12. Before going home. This prevents taking germs home.

## **When to wash the children's hands**

1. When they arrive at the centre. This reduces the introduction of germs. Parents can help with this;
2. Before and after eating and handling food;
3. After having their nappy changed. Their hands will become contaminated while they are on the change mat;
4. After going to the toilet;

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5. After coming in from outside play;
6. After touching nose secretions;
7. After coming in contact with blood, faeces or vomit;
8. Before joining the mixed age group (if applicable); and
9. Before going home. This prevents taking germs home. Parents can help with this.

## **Gloves**

Wearing gloves does not replace the need for hand washing as gloves may have very small holes or be torn during use. Hands may also become contaminated during removal of gloves. New gloves should be used for each child.

## **Health and Hygiene Stations**

Healthy and hygiene stations to be available in each room and to include: gloves, wipes, tissue boxes and when required disinfectant gels.

Alternatively, this health and hygiene stations may also include small first aid kits.

## **Policy review**

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The service will review the Handwashing Policy and procedures every year or as new information arises

Families are encouraged to collaborate with the service to review the policy and procedures.

Staff/carers are essential stakeholders in the policy review process and will be encouraged to be actively involved.

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## ANNEXURE "E"

### Supervision of Children Policy

The business will ensure educators are aware of their responsibilities in ensuring they provide adequate supervision to all the children while attending the Education and Care Service.

Adequate supervision of children takes into consideration the safety and welfare of every child.

<b>PROCEDURE:</b>
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All Educators will be made aware of this policy regarding adequate and responsible supervision of children during their induction process.

At no time will students, volunteers, or persons employed under the age of 18 years be included in the ratio of adults supervising children.

Students, volunteers and persons employed under the age of 18 years, will never be left alone with a child or a group of children.

The Nominated Supervisor will ensure that all requirements of the National Quality Framework, Education and Care Services National Regulation 2011, Education and Care Services National Law Act 2010 and the National Quality Standards 2011 in relation to the supervision of children are adhered to at all times.

### **INDOORS**

- When children are resting or sleeping they will be supervised at all times having regard to their ages and physical and intellectual development. Educators and / or staff will ensure that sleeping children are closely monitored and that all sleeping children are within hearing range and observed by the educator and / or staff.
- During hand washing and / or toileting children will be adequately supervised.

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- Toddlers and children undergoing toilet training will not be left unsupervised in the bathroom.
- No child is to be left unattended at the table when eating.
- During indoor/outdoor play and activities educators must ensure that they are able to see, hear and monitor the play and movements of the children in both areas.

## OUTDOOR SPACE

- When supervising outdoors, educators and / or staff will position themselves to maximize their view of as much play area as possible.
- Where there is any water activity provided the educator will supervise this area at all times.
- If an educator is putting a child in a cot they will ensure that they still have auditory or visual supervision of the other children. All cot rooms must have a baby monitor or similar product for audio in these areas.
- No children will be left on their own in the outdoor environment at any time.

## SLEEPING CHILDREN:

- Individual children's needs are to be considered when supervising children sleeping. It is important to identify any risk factors and ensure a risk management plan is developed and adhered to.
- Sleeping children should always be within visual and auditory distance so that Educators can continually assess the child's health and well being. Rooms that are very dark may not provide adequate supervision of sleeping children. Sleep rooms away from the other play areas must have a baby monitor or similar device.
- Babies who are sleeping in cots and are under 18 months will be checked continuously and these times will be recorded on the sleep check form.
- Older children should have their rest time recorded and also be checked regularly to ensure best practice.

## NAPPY CHANGE:

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- All children who are having their nappy changed will be provided with adequate supervision whilst on a nappy change bench and / or mat.
- Educators are to ensure that all of the required equipment is available and within reach prior to beginning a nappy change.
- During a nappy change a child should never be left alone on the change table / mat and physical contact should always be maintained with the child.

## **VISITORS TO THE SERVICE:**

**All visitors to the service must sign in to the visitor's book at time of arrival and sign out of the visitor's book at time of departure.**

- Educators must ensure that all children are fully supervised when a visitor arrives, is at, or departs from their service.
- Workers, contractors, visitors to the Education and Care residence / venue will not be left unsupervised or left with the children by themselves at any time.
- Educators are responsible for ensuring that the visitors book is completed in full each time a visitor attends the service. Educators are able to record accurate times of departure for example if the visitor has not signed out.

**The Approved Provider / Nominated Supervisor will ensure that this policy is maintained and implemented at all times.**

## **SOURCES:**

Education and Care Services Law (2010)

Education and Care National Regulations (2011)

National Quality Standards

Guide to the Education and Care Service National Regulations and Law

Guide to the National Quality Standards

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## ANNEXURE “F”

### **Contents staff induction booklet and checklist**

1. Welcome
2. History of service
3. Centre
4. Staffing arrangement
5. Philosophy
6. Commencement of Employment
7. Early Childhood Australian Code of Ethics
8. Staff Code of Conduct
9. Resignation/Termination
10. Worker's Compensation
11. First Aid Certificate/ Asthma / Anaphylaxis
12. Hours
13. Lunch, Morning/Afternoon Tea Breaks
14. Attendance Book
15. Uniforms
16. Staff Appraisals
17. Staff Development Training
18. Meetings
19. Staff Room
20. Staff Food /Tea /Coffee
21. Noticeboard /Communication Books
22. Use of Phone
23. Smoking
24. Salaries
25. Staff Birthdays
26. Contributions to other occasions
27. Superannuation
28. Relief Staff
29. Leave Entitlements
30. Absences
31. Sick Leave
32. Family Leave

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33. Maternity Leave
34. Bereavement Leave
35. Jury Service Leave
36. Leave without pay
37. Long Service Leave
38. Examination Leave
39. Retirement
40. Grievance Procedure for Staff Conflict Resolution in the Workplace
41. Conflict Resolution
42. Cleanliness of the Premises
43. Hygiene Practices
44. First Aid Kits
45. Workplace Health and Safety Act Policies
46. Annual WH&S Audit
47. Medication Policy
48. Sun Protection Policy
49. Children Who Fall Ill While At The Centre
50. Child Protection /Suspected Child Abuse
51. Staff /Parent Communication
52. Staff Discipline Of Children Procedure.
53. Emergency Procedure
54. Fire Procedure
55. Review Of Accidents / Prevention
56. Immunisation
57. Child Illness
58. Hygiene Expectations For Children
59. Administering Medication
60. Centre Health And Safety
61. Staff Health And Safety
62. Handwashing
63. Sun Protection
64. Orientation
65. Handling / Storage Of Chemicals
66. Guidelines For Parents / Visitors
67. Staff Development / Training
68. Parking Policy



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69. Open Door/CCTV
70. Nutrition
71. Excursion
72. Sustainability
73. Wellbeing
74. Community Connections
75. Extra Curriculum Provisions
76. Transitions and Supervision
77. Pram Parking
78. Management of the outdoor areas (noise management)
79. Closing Procedures

# PLAN OF MANAGEMENT

## ANNEXURE “G”

### Providing a Child Safe Environment Policy

The business is committed to ensuring that children are cared for in a safe and healthy learning environment. With the co-operation of educators, this service will ensure, through regular safety checks that every educator’s place of business is safe, in a fit and proper state of repair and contains all the safety requirements specified in the Education and Care Services National Law Act 2010 and the Education and Care Services National Regulations 2011.

<b>PROCEDURES:</b>
--------------------

Educators will ensure that the education and care environment is safe, hygienic and aesthetically pleasing at all times.

Educators will have a cleaning procedure in place and a WH and S checklist will be checked off daily prior to opening the service to ensure all areas of the service are safe and hygienic for the children.

Educators will ensure they follow the Safe Sleep Policy in consultation with parents for safe sleep practices as recommended by SIDS and Kids.

### **INDOORS:**

The following procedures will be followed:

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1. The educators must supervise children at all times. The educator must be in close proximity to children at all times. Such proximity would allow the educator to see and / or hear the activities of the children in care and return eye contact to a child within a few seconds.
2. Educators continually assess the level of hazard in the care environment and take steps to ensure the safety of children when a hazard is identified.
3. Ensure equipment to be used is in good repair, is age appropriate and meets the relevant Australian Safety Standards.
4. Ensure area is safe from electrical, fire and heat hazards.

## **Educators must ensure safety including:**

1. Smoke, Alcohol and Drug free environment;

## **Safety facilities inside the home must include the features outlined below:**

1. Secure or elevated storage areas for the containment of hazardous substances such as poisons, insecticides, detergents, bleaches, pressure packs, pills and medicines.
2. Internal staircases which are inaccessible to children (gates at the top and/or bottom);
3. A first-aid kit must be kept in the family day care service / venue out of reach of the children, but readily accessible to educators.
4. A telephone available for sending and receiving calls at all times while care is being provided.(including another form of communication if required eg landline, email).
5. A comprehensive list of emergency telephone numbers is kept including the family day care head office, area field consultant, the parent/s, doctor, ambulance, poisons information, emergency educator, police, state emergency service and the fire service;
6. Ensure blinds and cords are inaccessible and out of reach to children.
7. According to the child's individual needs children must be supervised when accessing bathrooms.
8. Safety harnesses on high chairs are to be used with children at all times.

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9. Safe and well-maintained cots, which comply with Australian Standards with documented evidence.

## **OUTDOORS:**

1. Sandpit covers must always be replaced after use to prevent contamination by animals.
2. Access gates and staircase doors must always be kept closed.
3. The grounds must be free of poisonous vegetation.
4. Thorny plants and shrubs should be sensibly pruned or allowed to grow in an area in the garden inaccessible to the children.
5. All hazardous equipment and substances including chemicals and gardening tools, must be securely locked away out of the reach of the children.
6. Equipment should be free from rust and sharp or rough edges should be smoothed or covered.

## **LEGISLATIVE REQUIREMENTS / SOURCES**

1. Education and Care Services National Law Act 2010
2. Education and Care Services National Regulation 2011
3. National Quality Standards 2011
4. Guide to the Education and Care Regulations and National Law
5. Guide to the National Quality Standards

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## ANNEXURE “H”

### Sample Sleep Chart

<b>Date:</b>	<b>Name:</b>								<b>Name:</b>							
Rested	From:				Till:				From:				Till:			
10mins check:																
<b>Date:</b>	<b>Name:</b>								<b>Name:</b>							
Rested	From:				Till:				From:				Till:			
10mins check:																

**LS** Right Side=**RS** Back=**B** Stomach=**S** On shoulders & knees with bottom in air=**KB**  
**Extra comments**

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