

## Mascot Public School Preschool Supervision Plan

Reviewed: 15/3/21, 16/6/22

### **ARRANGE THE ENVIRONMENT**

Educators arrange the environment so that they create open sight lines that make supervision easy. When the furniture is at waist height or shorter, adults can see and hear children more easily. It allows educators to move around effortlessly and view learning spaces from several different angles.

Environments that allow accessible and visible monitoring of children's rest and bathroom areas will also contribute to effective supervision.

### **POSITION EDUCATORS**

Educators carefully plan where they will position themselves in the environment to prevent children from harm. They place themselves so that together, they can see and hear all of the children in the centre.

By moving around the area, educators can ensure the best view possible of the children.

Educators stay close to children who may need additional support. Their location helps them provide support if necessary.

Whilst indoors, educators are aware of correct ratios (as outlined in the "Providing a child safe environment procedure) and ensure that this is maintained by moving between classrooms and the middle room when necessary.

Whilst outdoors, at least one educator is positioned under the COLA area to supervise this area and the middle room. An educator is also positioned at the back of the playground if children are playing in the boat area, mud kitchen or fairy garden. Another educator is also positioned in or near the sandpit if this area is being utilised. Other educators actively move around the playground according to where the children are playing.

There is a risk minimisation plan, highlighting procedures for when children need assistance in the bathroom. Educators always verbally tell another educator when they are doing this, and have another educator nearby if assisting a child with changing their clothes or with toileting.

### **SCAN AND ACCOUNT**

Educators are always able to account for the children in the centre. They continually scan the entire environment to know where everyone is and what they are doing.

Educators are aware of ratios, particularly as children transition from one space to another

### **LISTEN**

Specific sounds or the absence of them may signify reason for concern. Educators who are actively listening to children immediately identify signs of potential danger and opportunities for learning.

Positioning educators in or near areas where the children are playing allows for active listening to occur.

## **ANTICIPATE CHILDREN'S BEHAVIOUR**

Educators use what they know about each child's knowledge, culture, ideas, abilities and interests to predict what he or she will do. They create challenges that children are ready for and support them in succeeding. They also ensure children are alerted to safety issues and encouraged to develop the skills to assess and minimise risks to their own safety.

Information about the children's health and wellbeing informs educators' observations and helps them anticipate children's behaviour. Educators who know what to expect are better able to protect children from the risk of harm.

## **ENGAGE AND EXTEND**

Educators use what they know about each child's knowledge, culture, ideas, abilities and interests to plan learning experiences that engage their curiosity and wonder. Children are encouraged to explore, experiment and take appropriate risks in their learning.

### **Risk Management Plans relating to supervision are available for:**

- Climbing on Logs and Pallets
- Building with blocks
- Climbing on the Fortress
- Water Play
- Spiders
- Climbing Trees
- Bathrooms
- Hammock
- Mud Kitchen
- Sandpit/Beach Area
- Dry Creek Bed