

(Revised September 2025)

Policy Statement:

The Mueller College Outside School Hours Care (OSHC) Service considers quality supervision as imperative in maintaining safe and secure environments for children and young people. The purpose of 'adequate' supervision as outlined in the Education and Care National Law is to protect children and young people from harm and hazard. (1) Types of supervision include, but are not limited to:

- Direct and constant monitoring and engagement with children and young people
- Scanning and regularly being aware of what is happening around the area.
- Listening to children and young people in areas close in proximity but not in direct line of sight.

The Mueller College OSHC employees these strategies in correlation with the Service supervision plan to ensure high levels of supervision and consistently offered to all children and young people using a variety of strategies that cater to the differing ages and abilities of the children and young people that attend.

Background:

The Education and Care National regulations require Service providers to have Policies and procedures that support consistent and safe and active supervision of children and young people.

Important terms:

Children and young people	Refers to the children and young people present in the care environment.
Educator	Refers to the staff employed by the Service to provide care for children and young people attending.
Parent/guardian	Refers to the primary carer/s of the child or young person attending the Service. In this policy, it also refers to the person who is dropping off or collecting the child or young person.
Family	Refers to the group of people, including the primary carer which engage daily with the child or young person in the home environment.

Legislation:

National Quality Standard (NQS):

Quality Area

2: Children's Health & Safety

2.2	Safety	Each child is protected
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard

Education and Care Services National Regulations

84	Awareness of child protection law (1) The approved provider of an education and care service must ensure that a person specified in subregulation (2) who works with children is advised of— (a) the existence and application of the current child protection law; and (b) any obligations that the person may have under that law. Penalty: \$1100. (2) The following persons are specified— (a) a nominated supervisor of the service; (b) a staff member of the service; (c) a volunteer at the service; (d) a student who participates in the service.
99	Children leaving the education and care service premises (1) The approved provider of an education and care service must ensure that a child who is being educated and cared for by the education and care service does not leave the education and care service premises except in accordance with subregulation (4). Penalty: \$2200. (2) A nominated supervisor of an education and care service must ensure that a child who is being educated and cared for by the education and care service does not leave the education and care service premises except in accordance with subregulation (4). Penalty: \$2200. (3) A family day care educator must ensure that a child who is being educated and cared for by the educator as part of a family day care service does not leave the residence or approved family day care venue except in accordance with subregulation (4). Penalty: \$2200. (4) The child may only leave the relevant premises if the child— (a) is given into the care of—

	<p>(i) a parent of the child; or</p> <p>(ii) an authorised nominee named in the child's enrolment record; or</p> <p>(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</p> <p>(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</p> <p>(c) is taken on an excursion in accordance with this Division; or</p> <p>(ca) is transported by the service or on transportation arranged by the service in accordance with Division 7; or</p> <p>(d) is given into the care of a person or taken outside the premises—</p> <p>(i) because the child requires medical, hospital or ambulance care or treatment; or</p> <p>(ii) because of another emergency.</p> <p>(5) In this regulation parent does not include a parent who is prohibited by a court order from having contact with the child.</p>
123	<p>Educator to child ratios—centre-based services</p> <p>(1) The minimum number of educators required to educate and care for children at a centre-based service is to be calculated in accordance with the following ratios—</p> <p>(a) for children from birth to 24 months of age—1 educator to 4 children;</p> <p>(b) for children over 24 months and less than 36 months of age—1 educator to 5 children;</p> <p>(c) for children aged 36 months of age or over (not including children over preschool age)—1 educator to 11 children;</p> <p>(d) for children over preschool age, 1 educator to 15 children.</p> <p>(2) If children being educated and cared for at a centre-based service are of mixed ages the minimum number of educators for the children must meet the requirements of subregulation (1) at all times.</p> <p>(3) If an early childhood teacher or a suitably qualified person is required under Division 5 to be in attendance at a centre-based service, subject to regulation 122 that early childhood teacher or suitably qualified person is counted as an educator at the service for the purposes of this regulation.</p> <p>(4) If a centre-based service is required under regulation 130 or 131 to have access to an early childhood teacher for a period, subject to regulation 122 that teacher is counted as an educator at the service for the purposes of this regulation.</p> <p>(5) In subregulations (1) and (2) a reference to children does not include a child who is, or 2 or more children from the same family who are, educated and cared for at a centre-based service in an emergency for a period of not more than 2 consecutive days on which the service operates.</p> <p>Examples—</p> <p>1 A child is determined to be in need of protection under a child protection order.</p> <p>2 The parent of a child needs urgent health care that prevents them caring for the child.</p> <p>(6) An approved provider of a centre-based service must not permit an additional child or additional children to be educated and cared for at the service in an emergency in the circumstances set out in subsection (5) unless the approved provider is satisfied on reasonable grounds that this will not affect the health, safety and wellbeing of all the children attending the service.</p> <p>Note—</p> <p>The <i>Education and Care Services National Regulations 2012</i> of Western Australia include an extra subregulation before subregulation (1) as follows—</p> <p>“(1A) In this regulation—<i>emergency</i>, in relation to a child, means a serious and unexpected short term care emergency that requires the child to be provided with immediate education and care.</p> <p>Examples—</p> <p>1 A child is determined to be in need of protection under a child protection order.</p> <p>2 The parent of a child needs urgent health care that prevents them caring for the child.”.</p>

Education and Care Services National Law

301 (e)	requirements and standards to be complied with for the safety, health and wellbeing of children being educated and cared for by an education and care service;
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Principals:

To ensure that the supervision and safety of all children is of paramount importance to all those in the working in the Care environment, and to foresee possible circumstances where by additional supervision may be required above the ratios outlined by the Regulatory Authority.

In all cases:

- If educators have any concerns about someone entering the Service that may be a threat the door will be locked. Early and late educators have access to emergency contact numbers to staff on site at Mueller College at all times.
- If the Service has been notified and someone other than a custodial parent/guardian arrives to collect the student who is not an authorised person to collect the student, the Nominated supervisor, Responsible person in charge, or Educator will contact a custodial parent/guardian to obtain authorisation which will be in writing wherever possible. In the absence of a Court Order (sighted by the Nominated supervisor) the student will be released to either parent/guardian.
- Educators may request I.D. if they do not recognise the person collecting the student.

- Any unwelcome visitor will be calmly asked to leave the Service. Mueller College Security Educators or the Police will be contacted if necessary.

Procedure:

Parents/guardians and visitors will:

- All persons entering the Outside School Hours Care Service need to enter and exit via the entrance at the front of the building on the oval side, unless directed by an Educator.
- Parents/guardians sign children and young people in on arrival in Before School Care and Vacation Care and educators sign children and young people in on arrival from school for After School Care and Vacation Care. Parents/guardians sign children and young people out after child or young person have been collected on departure.
- Parents/guardians are requested to include the names and contact numbers of all persons authorised to collect the child or young person from the Service.
- Parents/guardians are encouraged to inform us if the student will be collected by unfamiliar others on the authorised list to collect.
- Visitors are required to sign in and the reason for their visit is requested. Visitors may include members of the community, presenters of educational presentations, practicum students, volunteers, instructors for traineeships, maintenance staff, etc.

Educators and Lead educators will:

- Follow the Nominated supervisors' recommendations for risk minimisation and adhere to the Service supervision plan at all times.
- Be attentive to who is approaching the OSHC room and assist with the monitoring of arrivals. All educators monitor children and young people leaving from the OSHC room also.
- Actively supervise all areas through direct monitoring, scanning, and listening.
- Conduct regular headcounts, taking note of children entering and leaving the space at all times and communicating across the team to ensure all remain in the care environment.
- Ensure children and young people are not permitted in areas of the Service licence unless they are actively supervised by OSHC educators. This includes children and young people transitioning from indoor and outdoor spaces.
- Encourage children and young people accessing the toilet block to be in small groups wherever possible. Educators will supervise to ensure no child or young person attempts to leave the premises.
- Ensure the main gate to Wattle road is pulled closed when accessing the outdoor space.
- Ensure children and young people are only released to parents/guardians or those on the child or young persons authorised person to collect list.
- Complete educator supervision training session as part of their mentoring program upon commencement.
- Use the **CROWD** principal outlined below to help them supervise effectively:
 - C: Communication** – Who else knows I am here? Have I communicated with my team? Who will replace me if I am needed elsewhere?
 - R: Risk** – Can I see potential danger or risk? What can I do to remove this danger?
 - O: Outlook** – Am I standing where I can see all of the children and young people in my space? Am I covering dangerous or high traffic areas?
 - W: Watch** – What does student play look like? Can I see shifts in mood and emotions?
 - D: Discern** – Can I hear conversations? What does student play sound like? Can I hear them if I can't see them? (e.g. in toilets)

Approved provider & Nominated Supervisor will:

- Conduct necessary risk assessments to inform decisions about the level of supervision required
- Regularly review supervision plans and issue updates to all educators.

- Ensure that all educators are aware of the expectations for supervision at the Service and provide training opportunities at commencement and throughout employment as needed.
- Inform new relief educators about supervision responsibilities to ensure consistency of practice.
- Take reasonable steps to ensure that nominated supervisors, educators and staff follow these policies and procedures.
- Share the 'Supervision Policy and Procedure' with all employees upon their induction and ensure that copies of the policy and procedures are readily accessible to nominated supervisors, co-ordinators, educators and staff, and available for inspection.
- Additional professional development will be provided as needed and during review processes.
- All Service policy will be reviewed annually through consultation with all stakeholders or sooner should there be identified changes or updates to legislative requirement.

WRITTEN SUPERVISION PLAN – OUTDOOR

1) Outdoor check complete

Any outdoor areas being access will be checked each session before they are used by the children and young people. Gardens and grounds will be checked for any dangerous hazards or rubbish. See 'Outdoor check register' for a complete list of items to be checked. The register will be signed off each session once the area has been checked thoroughly and necessary boundaries have been set. Outdoor areas should be checked thoroughly for harmful wildlife before children and young people enter the space. Educators are to ensure their placement prevents children and young people from going near the internal road and carpark. Educators should also be vigilant to check fences around water areas for damage.

2) Position yourself well

Educators need to position themselves so that all areas of the play area can be viewed at ALL times. Educators need to be positioned in high risk areas around entries/exits, playground equipment etc. Educators may use a mud map for approximate positioning to allow thorough supervision of play areas. Educators are positioned at all times so that they are facing the children and young people they are supervising. 'Hiding' places are to be checked regularly with educators walking around the area to ensure full supervision. Educators are not to leave the area being supervised unless replaced by a suitable staff member and student/educator ratios are maintained. Children and young people will be escorted across all internal roads but may move between educators across the oval if they remain in the direct line of sight of educators at both ends of their journey. A minimum ratio of 1 educator: 15 students in each space is to be maintained.

3) Carefully observe play

Observe the children and young people's play carefully so that if an accident or injury occur educators are aware of the events leading up to the incident. Educators should positively re-direct play if needed and intervene BEFORE problems arise which may lead to bullying or injury. Be constantly watching and aware of what is happening and the nature of the interactions between children and young people. Communicate with other educators if an event occurs where you may need them to help supervise your area.

4) Scan the space regularly

Educators regularly glance around the whole area even if interacting with children and young people. Children and young people are counted regularly. Look for unusual behavioural patterns, rough play etc. Educators should be vigilant in monitoring higher risk activities. Avoid activities that may distract you when supervising, like writing lengthy reports, talking to other staff or other administrative tasks. Communicate with staff your need to attend to these tasks and ensure your space is adequately supervised before starting them.

5) Account for all children

Educators employ a variety of methods to regularly account for all children in the space. This is done with physical headcounts, mental awareness of children and young people moving through the space, arrivals and departures as well as roll calls, and using the Xplor playground headcount tool.

6) Listen

Listen constantly for change of sounds in children and young people's play e.g. yelling, crying, running feet, loud noises etc. Listen to how the children and young people are interacting with each and intervene and re-direct if needed.

7) Toileting to be supervised

If a child or young person needs to go to the toilet, inform all other educators in the space. Children and young people will go in small groups wherever possible. To ensure safety, educators will escort children and young people to the toilets when in outdoors and accessing areas and/or toilets not adjacent to the OSHC building.

8) Monitor during meal times

Student/educator ratios must be maintained throughout mealtimes. Educators always communicate, supervising transitions from indoor and outdoor areas. Children and young people are not permitted to move to outdoor spaces before an educator is outside. Children and young people must be seated when eating.

9) Student Departures monitored

Children, young people and parent/guardians should be encouraged to make educators aware of when they are leaving. Educators should communicate with each other at all times to ensure all educators are aware of who has left the service. Educators should be vigilant to know where children and young people are playing and if they are in the toilets to help parents/guardians find their child or young person at pick up. Children and young people must stay with their parents/guardians once signed out of the service. Children and young people will be crossed off the roll when they leave. Educators will say goodbye to families as they leave.

10) Service pathways clear of vehicles

Service pathways may be used for handball and other activities ONLY if Educators are continuously observing that no site vehicles are visible. During Service operational hours, only emergency vehicle may use Service pathways. All other vehicles must remain on the road at the back of the oval.

WRITTEN SUPERVISION PLAN – INDOOR and OUTDOOR combined play

In addition to the above mentioned:

- a) Educators communicate with each other at all times to ensure staffing numbers are reasonable and suit the group cohort and activity. Although a educators/student ration of 1:15 is still maintained some flexibility may be given under the understanding of 'under roof' ratios. For this reason, educators will need to discuss concerns and consider positioning on a case by case basis.
- b) Should only 2 educators be at the Service student should be grouped at one end of the OSHC building while the others are outside to improve supervision. Children and young people should be encouraged to gather what they want to use and take it to the requested play area.

WRITTEN SUPERVISION PLAN – INDOOR

1) Position yourself well

Educators need to be positioned so as to see as many children and young people as possible at all times. Educators should never have their backs to the children or young people in their care. When writing or reading paperwork educators should position themselves so as to face the room or area they are supervising. Educators should adjust their supervision if the Group Leader is interacting with families or if any other educator is performing another duty such as first aid or cleaning. Educators should never leave the room without communicating with other educators and ensuring that student/educator ratios are maintained. Children and young people are never to be left unattended. Educators should be constantly scanning the group. Should only 2 educators be at the Service one should be on each side of the reception area to improve visibility. A minimum ratio of 1 educator: 15 students in each space is to be maintained.

2) Observe Play/Behaviour

Observe play and be aware of changes which may affect the attending children or young person's safety. Become familiar with children and young people in your care and their individual play patterns. Educators should positively re-direct play if needed and intervene BEFORE problems arise which may lead to bullying or injury. Be constantly watching and aware of what is happening and the nature of the interactions between children and young people. Communicate with other educators if an event occurs where you may need them to help supervise your area.

3) Equipment is set up and clear of hazards and breakages

Ensure all equipment is clear of exits and doorways. Be aware of broken equipment and notify the supervisor of any hazards for reporting to the Nominated supervisor.

4) Scan the space regularly

Educators watch at all times to ensure children and young people are using equipment in responsible and safe ways. Regularly check areas which may have poor visibility to ensure children and young people are not 'hiding' from educators. Check numbers regularly and be aware of children and young people leaving and entering the space. Ensure children and young people do not leave the supervised area without educators being aware of where they are and observing them. Children and young people will not be permitted to hang around the port rack areas and should only go to their bag after informing educators. Avoid activities that may distract you when supervising, like writing lengthy reports, talking to other staff or other administrative tasks. Communicate with staff your need to attend to these tasks and ensure your space is adequately supervised before starting them.

5) Account for all children

Educators employ a variety of methods to regularly account for all children in the space. This is done with physical headcounts, mental awareness of children and young people moving through the space, arrivals and departures as well as roll calls, and using the Xplor playground headcount tool.

6) Listen

Educators are aware of children and young people's needs by listening for crying, squealing and conflicts. Be aware of children and young people's conversations which may be inappropriate and re-direct as necessary.

7) Toileting must be supervised

Educators need to be aware when children and young people are using the toilets and will monitor the toilets at all times. Exits should be carefully monitored. Ensure children and young people are using the toilets properly and following hand washing procedures. If a educator needs to go to the toilet close down high risk activities or areas while the educators member is gone.

8) Student Departures monitored

Children, young people and parent/guardians should be encouraged to make educators aware of when they are leaving. Educators should communicate with each other at all times to ensure all educators are aware of who has left the service. Educators should be vigilant to know where children and young people are playing and if they are in the toilets to help parents/guardians find their child or young person at pick up. Children and young people must stay with their parents/guardians once signed out of the service. Children and young people will be crossed off the roll when they leave. Educators will say goodbye to families as they leave. When speaking to parents/guardians continue scanning the group to ensure supervision is maintained.

9) Educators communication

Ensure all educators are aware of the supervision requirements. Verbally communicate throughout the day to ensure educators are aware of children and young people coming and going and where educators are positioned. Write in behavioural reports information which may be required by other educators in the future about incidents that may occur. Communicate through the staff email systems any matters which may require attention.

10) Be aware

Be aware of what has happened, what is happening and what may happen. Be aware of any illness or injury and observe changes in the children and young people's behaviour. Be aware that some children and young people don't get along with others and encourage children and young people to engage in activities. Be alert, listening, scanning and communicating well with other educators. Be one step ahead of what may occur while still interacting with the children and young people in the care environment.

See also:

- Mueller OSHC Escorting Policy & Procedure
- Mueller OSCH Providing a Child Safe Environment Policy & Procedure
- Mueller OSHC Interactions with Children and Young People Policy & Procedure
- Mueller OSHC Visitors Policy & Procedure
- Mueller OSHC Volunteers & Childhood Education and Care Practicum Students Policy & Procedure
- Mueller College OSHC Missing Persons Policy & Procedure

REFERENCES:

- Education and Care Services National Law Act 2010, Current as at October 2024
- Education and Care Services National Regulations, Current as at September 2025
- Education and Care Services National Law Act (QLD) 2011, Current as at September 2025
- Child Protection Act 1999 (Current as at 20 September 2025)
- Guide to the National Quality Framework, Revised September 2025
- My Time, Our Place – Framework for School Age Care in Australia – Produced by the Australian Government Department of Education, Employment and Workplace Relations for the Council of Australian Governments. Ver2.0, Revised 2022
- National Quality Standard, Revised 1 February 2018
- Guide to the National Quality Standard, Revised May 2022
- Child Protection Regulation 2023, Aug 2023
- Family & Child Commission Act 2014 (current as of 24 June 2024)
- Education and Care Services Act 2013, Current as at Feb 2024

REVIEW

POLICY REVIEWED BY:	Rachel Rose	OSHC Director	23/09/25
POLICY REVIEWED	SEPT 2025	NEXT REVIEW DATE	JAN 2026
VERSION NUMBER	V2.3		
MODIFICATIONS	<ul style="list-style-type: none"> • Updated reference 		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	PAST REVIEW DATE	
	<ul style="list-style-type: none"> • Updated references • Addition of review table 	JAN 2025	
	<ul style="list-style-type: none"> • Formatting change • Update to include headcounts • Wording update, Educators/children and young people • Updated supervision plan to enhance need for headcounts 	MAY 2025	