

# PHYSICAL ENVIRONMENT POLICY

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## 1 NQS

QA3	3.1	The design of the facilities is appropriate for the operation of the service
	3.1.1	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child
	3.1.2	Premises, furniture and equipment are safe, clean and well maintained
	3.2	The service environment is inclusive, promotes competence and supports exploration and play-based learning
	3.2.1	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both build and natural environments
	3.2.2	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning
	3.2.3	The service cares for the environment and supports children to become environmentally responsible

## 2 National Regulations

Regs	82	Tobacco, drug and alcohol free environment
	156	Relationships in groups

	103	Premises, furniture and equipment to be safe, clean and in good repair
	104	Fencing and security
	105	Furniture, materials and equipment
	106	Laundry and hygiene facilities
	107	Space requirements—indoor
	108	Space requirements—outdoor space
	109	Toilet and hygiene facilities
	110	Ventilation and natural light
	111	Administrative space
	112	Nappy change facilities
	113	Outdoor space—natural environment
	114	Outdoor space—shade
	115	Premises designed to facilitate supervision
	117	Glass

### 3 EYLF

LO2	Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
	Children respond to diversity with respect
	Children become socially responsible and show respect for the environment
LO4	Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
	Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating
	Children transfer and adapt what they have learned from one context to another
	Children resource their own learning through connecting with people, place, technologies and natural and processed materials

### 4 Aim

To provide a physical environment that is safe, appealing, well-maintained, welcoming and that supports the delivery of a high quality program for all children, families and educators.

### 5 Related Policies

The Kids' Uni Policies and Procedures apply to Kids' Uni North, Kids' Uni South, Kids Uni CBD, Kids Uni iC.

Inclusion Policy (CHI-ADM-POL-003)

Animal and Pet Policy (CHI-ADM-POL-006)

Administration of Authorised Medication Policy (CHI-ADM-POL-004)

Emergency Management and Evacuation Policy (CHI-ADM-POL-020)

Enrolment and Booking Policy (CHI-ADM-POL-022)

Health, Hygiene and Cleaning Policy (CHI-ADM-POL-030)

Incident, Injury, Trauma and Illness Policy (CHI-ADM-POL-034)

Orientation for Children Policy (CHI-ADM-POL-041)  
 Relationships with Children Policy (CHI-ADM-POL-050)  
 Sleep, Relaxation and Clothing Policy (CHI-ADM-POL-052)  
 Staffing Arrangements Policy (CHI-ADM-POL-055)  
 Digital Technology & Social Media Policy (CHI-ADM-POL-057)  
 Guiding Children's Behaviour Policy (CHI-ADM-POL-070)  
 Education and Curriculum Policy (CHI-ADM-POL-016)

## 6 Who is affected by this Policy?

Children, Families, Educators, Management

## 7 General Implementation

- 7.1 In relation to our physical environment, the service will provide an environment that fosters children's learning, development, inclusion and safety, and the safety of others in the environment by:
- i. Providing appropriately sized furniture and equipment in both the indoor and outdoor settings for the age ranges represented in the service.
  - ii. Providing challenges in relation to indoor and outdoor elements in the environment to encourage appropriate risk taking as per each child's developmental level.
  - iii. Providing an environment that is well organised so children, educators and others in the environment can generally move around without having to disrupt other children's activities.
  - iv. Incorporating any specific requirements for children with additional needs.
  - v. Incorporating certified soft fall material into our environment and placing climbing play equipment and slides on soft fall materials.
  - vi. Educators conducting safety checks in the indoor and outdoor play environments every day prior to commencement of use. Any hazards will be fixed, removed or reported prior to children accessing the area to ensure the risk is minimised.
  - vii. Providing opportunities for children to engage in active experiences and also opportunities for restful and passive time.
  - viii. Providing experiences for children to interact with nature by including natural elements (e.g. plants, trees, gardens, rock, mud or water) in our outdoor environment
  - ix. Providing adequate and ongoing training for new and existing educators in relation to the children's learning and relevant safety considerations.
  - x. As part of our sun protection strategy, providing adequate shading as per the recommendations of recognised authorities.
  - xi. Establishing the environment to allow children to be appropriately supervised at all times.
  - xii. Fencing the area in order to prevent children from leaving the premises and unauthorised people entering the premises

- xiii. Engaging the children in a wide variety of indoor and outdoor experiences and valuing our local culture and climate to place value on outdoor learning environments.
- xiv. Enabling the children to access appropriate furniture, resources, materials, toys and equipment. These resources will be adequate in number for the amount of children attending our service and be developmentally appropriate.
- xv. Providing an environment where children can explore, solve problems, create, construct and engage in critical thinking that is developmentally appropriate for the ages represented in the service.
- xvi. Providing an environment that promotes autonomy and allows children to engage in activities independently or work in small groups and access resources independently.
- xvii. Providing an environment that offers opportunities for children work in large and small groups and independent activities.
- xviii. Providing an environment that incorporates natural, recycled, home-made and real resources that can be used in a variety of ways to encourage children's learning, including loose parts play.
- xix. Providing adequate and accessible hand-washing, toileting, eating and sleeping facilities that reflect the number of children attending our service and their needs.
- xx. The service will provide adequate and appropriate hygienic facilities for nappy changing. There are properly constructed nappy changing benches at the service. The nappy change facilities are designed, located and maintained to ensure that children cannot access them without being directly supervised.
- xxi. Establishing an environment that incorporates natural lighting, appropriate ventilation, heating and cooling and fresh air.
- xxii. Provide appropriate areas for food preparation.
- xxiii. Provide quiet areas where children can sleep or rest.
- xxiv. Providing a space for administrative functions, consultation with children's parents and for private conversations to take place.
- xxv. Ensuring children's safety by ensuring that power points not in use have safety caps, no double adapters are in use, all power-boards are out of reach of children and all electrical cords are secured.
- xxvi. Discussing with children the safety aspects of using toys and equipment. We will involve the children in setting these rules.
- xxvii. Communicating with families about the latest available safety information and making the information available to families.
- xxviii. Compiling details of maintenance logs and records of building and equipment.
- xxix. Ensuring all equipment, including resources and equipment, meets relevant Australian Standards where relevant, and educators are trained in correct maintenance and assembly.
- xxx. Ensuring that our environments will create a sense of belonging and reflect children's voices within the learning spaces.

- xxxi. Ensuring that our learning environments will support guidance of children's behaviour by sending clear messages about the expectations in each area.
- xxxii. Ensuring that our learning environments will be presented in a respectful way with a sense of beauty to convey a message to children that they, and their learning, is respected and valued.

## **8 Service Ventilation**

- 8.1 Ensuring that the service is well ventilated is important. Opening windows and doors for some periods each day will allow fresh air into rooms, and provide service's with cross-ventilation. This is essential for a healthy environment. Ventilation is particularly important in winter when the service tends to be closed and heated.
- 8.2 All heating and cooling units must be adequately secured and guarded to prevent injury to children through contact with hot surfaces of moving parts or the emission of any sparks or flames, and will be serviced regularly.

## **9 Monitoring outdoor air quality**

- 9.1 The service will monitor outdoor air quality using the Air Quality Index (AQI) to determine the level of pollution and its impact on breathing.
- 9.2 Directors and 2iC's will have an alert set up via email and text through the NSW Department of Planning and Environment to let them know when air quality is concerning and educators need to be informed.  
<https://www.dpie.nsw.gov.au/air-quality/air-quality-concentration-data-updated-hourly>
- 9.3 If the AQI is 67 – 99, educators will closely monitor children and adults with known breathing conditions such as asthma. If the AQI is over 100, children and educators will remain indoors until the air quality has improved.

AQI	What action should people take?
<b>Very good</b> 0-33	Enjoy activities
<b>Good</b> 34-66	Enjoy activities
<b>Fair</b> 67-99	<b>People unusually sensitive to air pollution:</b> Plan strenuous outdoor activities when air quality is better
<b>Poor</b> 100-149	<b>AIR POLLUTION HEALTH ALERT</b> <b>Sensitive Groups:</b> Cut back or reschedule strenuous outdoor activities
<b>Very poor</b> 150-200	<b>AIR POLLUTION HEALTH ALERT</b> <b>Sensitive groups:</b> Avoid strenuous outdoor activities <b>Everyone:</b> Cut back or reschedule strenuous outdoor activities
<b>Hazardous</b> 200+	<b>AIR POLLUTION HEALTH ALERT</b> <b>Sensitive groups:</b> Avoid all outdoor physical activities <b>Everyone:</b> Significantly cut back on outdoor physical activities

Taken from <https://www.environment.nsw.gov.au/topics/air/understanding-air-quality-data/air-quality-index>

## **10 Choosing Appropriate Resources and Equipment**

- 10.1 The Approved Provider will be ultimately responsible for any large or Capital Expenditure purchases of equipment. The Nominated Supervisor is responsible for the daily running purchases of the service.
- 10.2 Resources and equipment will be chosen to reflect the cultural diversity of the service's community and the cultural diversity of contemporary Australia, including the incorporation of the Aboriginal and Torres Strait Islander community.
- 10.3 All new equipment will be checked against Australian Safety Standards.
- 10.4 Children will be carefully introduced to new toys & pieces of equipment and taught how to use and care for them appropriately.
- 10.5 Equipment that should only be used under supervision will be stored in a safe place and built into the program at appropriate times.
- 10.6 The use of water troughs and toys, or equipment which involves the use of water, will be used under the direct supervision of educators. All equipment will be emptied of water when not in use, and stored in such a manner that it cannot collect water. Refer to supervision risk management plan. Water is not to be left in containers, buckets or troughs when educators transition children into another space, such as moving inside for lunch or rest time.
- 10.7 Children will only use a trampoline whilst under the direct supervision of an adult educator.
- 10.8 Equipment will be checked regularly by the educators to ensure it is in a clean and safe condition.
- 10.9 All equipment purchased for the service will be within budget limitations.

## **11 Rearranging, Adding or Removing Furniture**

- 11.1 The service will keep a record of any changes that are made to the physical environment of the service, such as renovations.
- 11.2 The service will document the links between the arrangements and choice of resources and equipment and the children's learning.

## **12 Ongoing Maintenance**

- 12.1 The service will consistently reflect on its environment and put in place a plan to ensure that the environment continuously reflects our ideology of providing an environment that is safe, stimulating and engaging for children.
- 12.2 The Nominated Supervisor will document required maintenance with administration in a maintenance plan/log for the service as required. This will then be implemented throughout the year in accordance with priority, hazard removal, safety precautions and any relevant policies.
- 12.3 It is the responsibility of the WHS committee to complete a building safety checklist of the service and its grounds quarterly and ensure any work deemed necessary is done to Australian standards. Daily indoor and outdoor checks will also be completed and documented by educators. The Approved Provider/Nominated Supervisor will ensure that the service and its grounds comply with Local Government and Building Code regulations in regards to fire ventilation, natural and artificial lighting and safety glass.

- 12.4 Should the service undertake major renovations, management plans will be put in place to ensure that the safety of educators, children, families and others at the service is not compromised.
- 12.5 Lead poisoning is a potential health risk and can cause learning and behavioural difficulties for young children. All educators and other staff need to be aware of potential lead contamination and they should be able to identify any possible issues in risk assessments completed for new work, renovations, painting of centres, soil for fill etc

For further information please refer to the following:

- i. <https://www.epa.nsw.gov.au/-/media/epa/corporate-site/resources/pesticides/18p0823-lead-preventing-exposure-in-childcare.pdf>
- ii. <https://www.epa.nsw.gov.au/your-environment/household-building-and-renovation/lead-safety>
- ii. <https://leadsmart.nsw.gov.au/>

### **13 Grouping of Children**

- 13.1 Our service groups the children throughout the day in rooms according to their age and/or developmental stage. Within that space, there are a variety of different learning areas and opportunities for play experiences.
- 13.2 There are opportunities for children to interact in family grouped settings throughout the day. During these times amendments may need to be made in the environment to ensure the safety of the youngest children present. For example, if babies enter the toddler learning spaces, smaller pieces of equipment will need to be removed to prevent mouthing and choking on toys.

### **14 The Sleeping Environment**

- 14.1 The layout of the room is extremely important and should be considered. The cots and beds should be positioned as to encourage a calm and relaxing environment. Cots and beds are to be set up with adequate spacing between them to avoid cross infection.
- 14.2 Cots and beds should be regularly checked that all bolts and fittings are secure and safe.
- 14.3 Audits of sleep environments will be undertaken regularly by Directors to ensure that they are safe and well maintained.

### **15 Beds and Cots**

- 15.1 Beds should be located in an area that is easy to access for all educators and other staff. It is important educators and other staff can move the beds in a safe manner.
- 15.2 Beds should not be placed on high shelves or in unstable or difficult to reach stacks.
- 15.3 Beds and cots should be cleaned regularly and linen washed in between use for different children.



## 16 Children's Bathroom

- 16.1 Supervision in the bathroom is important when in use. As part of this supervision, Educators should also encourage children to follow hygiene practices.
- 16.2 Educators and other staff should clean the bathroom at least once a day and then as needed. Bathroom floors should always be mopped when excessively wet or dirty in addition to the normal cleaning routine.
- 16.3 Signage is to be used after mopping to ensure that the child/ren, educators and other staff and families are warned that the floor is wet.

## 16 Children's Exposure to Hot water and drinks

- 16.1 The Nominated Supervisor will ensure the hot water supply that is accessible to children is regulated with a temperature control valve so as to keep it below the temperature at which a child can be scalded (the current Kidsafe recommendation is below 43.5°C).
- 16.2 A tempering valve which will control the temperature of the hot water delivered should be at a maximum temperature of 43.5°C. A registered plumber is required to come out at least annually so that these can be checked to ensure that they are working correctly. Written documentation from the plumber is kept on file after each check.
- 16.3 Educators are required to do a safety check of the hot water in nappy change areas and children's bathrooms before bathing a child. Educators are to check temperature of water by using the back of their hand. If they are unsure, they can use a liquid thermometer.
- 16.4 If educators notice any change in the temperature of the hot water going above 43.5°C, they are to notify the Nominated Supervisor immediately for the Nominated Supervisor to organise for it to be fixed.
- 16.5 Bath temperature for children is best between 37°C and 38°C (**36°C for a newborn**). Any cooler than 37°C is not recommended, as it can lower a child's normal body temperature.
- 16.6 Hot drinks are not permitted in areas where children are present and should never be present in a classroom. If a staff member needs to move through a common area where children are present (eg, a hallway) with a hot drink then they should wait until children have moved out of this area before proceeding.

## 17 Sandpits

- 17.1 In order to ensure our sand pit is always a safe and hygienic place for children to play and learn we will:
  - i. Construct sandpits so that they have adequate drainage.
  - ii. Ensure the sand is at least 500mm deep, and replenish the sand when it drops 100mm below the top of edge of the sandpit.
  - iii. Rake sand pits before use and at regular intervals and remove any dangerous or foreign matter such as animal or human faeces and urine which could cause illness or infection in children or educators.
  - iv. Ensure any natural elements that we incorporate in to the sandpit (eg boulders) are positioned so they are stable, cannot be moved and have their sharp edges removed or rounder off. Boulders should be large enough to sit on or used as building platforms.
  - v. Turn the sand over monthly to aerate it.

- vi. Clean the sand by regularly exposing it to sunshine and fresh air which are the most effective disinfectants.
  - vii. Refresh / change sand at least annually.
  - viii. Use washed beach or river sand. (Builders' brick sand is not suitable). Ensure that timber used is not treated with Copper Chromium Arsenate (CCA).
  - ix. Cover sand pits when they are not in use.
- 17.2 If sand is contaminated by animal or human faeces, blood or other body fluids remove all children from the sandpit and then:
- i. Use a shovel and dispose of the contaminated sand in a plastic bag. Educators will wear suitable protective clothing.
  - ii. Rake remaining sand at regular intervals during the day and leave exposed to the sun.
  - iii. Change sand completely if it is contaminated extensively.

## 18 Safety Checks

- 18.1 A daily inspection of the premises will be undertaken before children begin to arrive. This inspection will include the:
- i. Perimeters
  - ii. Fences
  - iii. Gates
  - iv. Paths
  - v. Buildings
  - vi. All rooms accessible by children
  - vii. Fixed equipment.
- 18.2 This must be done in order to identify any dangerous objects in the grounds ranging from sharps to poisonous or dangerous flora and fauna.
- 18.3 In the event of a sharp object being found (for example a syringe) educators will wear gloves and use tongs to pick up the object and place it in the 'sharp object box'. This box will be disposed of as per the recommendations of our local council.
- 18.4 Trees in the grounds must be checked regularly for overhanging, dead or dangerous looking branches as well as check for any infestations or nests.
- 18.5 In regards to play equipment in the service grounds:
- a) Fall heights -
    - any equipment where falling is possible from a height of over 50cm must be located on certified soft fall.
    - in the 0-3 age group no equipment should have a free fall height over 1 metre.
    - in the 3-5 age group no equipment will have a free fall height over 1.5 metres.
  - b) Safe fall zones - the fall zone (free space) required around equipment will vary depending on the possible free height of fall:

- Free height of fall less than or equal to 500mm requires a 1.5m fall zone
- Free height of fall 1.0m requires a 1.7m fall zone
- Free height of fall 1.5m requires a 1.9m fall zone (1900mm)

- 18.6 The service will also regularly have pest inspections carried out by an accredited pest control company. Documentation of these inspections will be kept and any findings from the pest control check will be carried out in line with the recommendation of the pest control company.
- 18.7 The Indoor and Outdoor Daily Safety Checklists will be used as the procedure to conduct these safety checks. A record of these will be kept by the service. Any required maintenance will immediately be reported by the Approved Provider/Nominated Supervisor who will make the appropriate arrangements to have repairs carried out.
- 18.8 Centre Closure
- a. Two educators must close the service each night. Educators must check the entire premises including indoor, outdoors, sleeping areas and bathrooms to ensure that all children and families have departed.
  - b. Educators should then check the Electronic Sign In System for all rooms to ensure all children have been signed out in accordance with the Drop off and Collection Policy CHI-ADM-POL-015.
  - c. In the case where a parent has omitted to sign their child out, and the educators did not witness the child leave the service, the educators are to refer to the Child Check Sheet (Head Count) notes to see if there is any information about the child's departure. If there is no information, the educators are to contact other educators present on that day for confirmation that the child has been collected. If unable to contact other educators, the educators on centre closure must take every step to get in contact with the parent to ensure the child has safely left the service with an authorised person. The Nominated Supervisor is to then be notified before leaving the service.
  - d. In addition, educators are to use the following procedure at the end of the day:
    - i. Ensure all educators are correctly signed out.
    - ii. All windows and entry points safely secure.
    - iii. All necessary equipment turned off.
    - iv. All children's toys are neatly packed away ready for the next day.
    - v. All food is either discarded or stored correctly.
    - vi. All bins with food in them are taken out to the bin.
    - vii. All cordless phones, ipads and mobile phones are on charge.
    - viii. All lights are turned off.
    - ix. Sign centre closure check by two educators.
    - x.

## 19 Summary of safety items to consider

### Outdoor

<b>Building maintenance</b>	Regularly maintain and check for hazards, check building is in a safe, clean and hygienic condition. Records of any damages and subsequent repairs are kept.
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<b>Doors</b>	Are in correct working order.
<b>Dust mites, pet allergens</b>	Regular dusting and vacuuming
<b>Fences</b>	Outdoor play areas are securely and effectively fenced on all sides from roads, water hazards, and driveways. Maintain fences at suitable height. Install childproof self-locking devices on gates
<b>Garbage</b>	Safe and prompt disposal. Use lidded secure bins that prevent child access and maintain in a clean and safe condition. Encourage recycling.
<b>Garden</b>	Garden and renovation debris removed. Regularly trim branches and bushes. Arborist to review tall trees regularly.
<b>Garages and sheds</b>	Keep locked overnight and inaccessible to children during the day.
<b>Heating, cooling, ventilation, lighting</b>	Comfortable, safe, maintained, guarded and are kept out of reach of children.
<b>Hygienic</b>	Environments regularly cleaned and maintained. Conditions protect against vermin, bacteria, mildew, lead, asbestos and other dust allergens.
<b>Non-slip</b>	Floors, stairs, steps. Nonporous indoor floors for easy cleaning.
<b>Renovation</b>	Manage risks and dangers e.g. lead, asbestos, holes and excavations, equipment
<b>Chemicals</b>	Minimise use and store out of reach of children
<b>Safety glass</b>	Is installed according to the Australian Standards on all glass doors and windows accessible to children, and safety decals on both sliding doors and plate glass doors at child and adult eye level.
<b>Security</b>	Minimises unauthorised access with appropriate fencing and locks.
<b>Spills</b>	Clean away as they occur.
<b>Surface temperature of ground coverings and equipment</b>	Assess surface temperature to determine the playground is suitable to use
<b>Under Service access</b>	Lock or block access.
<b>Window fly screens</b>	Securely fitted, maintained and permanent.

## Indoors

<b>Access for children and adults with disability</b>	Ensure safe access into, within and out of the service, security, toilet and washing facilities, and check for hazards for wheelchairs and people with impaired sight, hearing or mobility.
<b>Children at risk</b>	Maintain extra security and supervision for children at risk, such as a child with a disability, a child displaying sexualised behaviours, a child with challenging behaviour.
<b>Choking hazards</b>	Remove small toy parts, beads, nuts, blind and curtain cords, plastic bags, sandwich bags and balloons.
<b>Decorations and children's artwork</b>	Do not place near ceiling fans, smoke detectors, air conditioners or heaters. Avoid use of tacks, pins, and staples.
<b>Emergency evacuation</b>	Develop an evacuation plan and place emergency contact numbers on display, inform families, and practice evacuation procedures.
<b>Fire</b>	Fire blanket, extinguisher, fire exits, smoke detectors, electrical safety switch.
<b>First aid</b>	Kit with approved contents is maintained and accessible. Ensure First Aid certificates are current for relevant educators.
<b>Furniture and nursery equipment.</b>	Stable, maintained and meets safety standards

<b>Guard and make inaccessible to Children:</b>	If in use - heaters, coolers, fireplaces, stoves, microwaves, power points, and office equipment. Ensure heaters are away from children's cots.
<b>Hazardous indoor and outdoor plants</b>	Identify, remove or make inaccessible to children.
<b>Heaters</b>	Ensure that children cannot come in contact with hot surfaces. It is preferable to use heating where combustion products are ducted outside. If gas heating is used ensure there is adequate ventilation while the heater is operating.
<b>Hot water</b>	Ensure the hot water supply is regulated so as to keep it below the temperature at which a child can be scalded (the current Kid Safe recommendation is below 43.5°C).
<b>Machinery, tools and equipment</b>	Ensure all engine operated or other hazardous equipment, tool or machinery are stored securely and are inaccessible to children.
<b>Noise</b>	Reduce excessive exposure
<b>Non-slip, non-porous</b>	floors, stairs.
<b>Pets and animals</b>	Inform families of pets being kept on premises and plans to obtain new pets. Ensure pets are vaccinated, wormed, don't have fleas, clean, and healthy. Keep pet accessories such as pet food, litter boxes, pet toys away from children. Supervise interaction between animals and children.
<b>Record Incidents and accidents</b>	Notify parents of any child accident.
<b>Safe play rules and adequate play spaces</b>	Discourage running indoors and safe furniture layout to avoid collisions.
<b>Safety glass used and installed</b>	According to Australian Standards, and Australian Building Codes on all glass doors and windows accessible to children, safety decals on sliding doors and plate glass doors at child and adult eye level.
<b>Security</b>	Ensure all entry doors are locked at all times.
<b>Smoke free environment</b>	In all areas.
<b>Educators personal items</b>	Ensure educator's personal items such as bags, sharp instruments, toiletries and medicines are kept secure and are inaccessible to children.
<b>Store in areas inaccessible to children</b>	Any unsafe items, e.g. chemicals, medicines, knives and electrical equipment.
<b>Supervision and visibility of children</b>	Ensure children are visible and supervised at all times. High risk areas include children in high chairs, play areas, on change tables, and in nappy change and toilet areas. Have at least two educators on premises at all times within sight of each other and the children, have two educators present or in view when changing nappies or bathing children.
<b>Toys</b>	Meet safety standards, age appropriate, maintained, and non-toxic

## 20 Surface temperature of equipment and ground coverings

- 20.1 Due to the hot climate in Australia, playground equipment and surfaces can heat rapidly and retain heat which can cause serious burn upon contact, particularly in young children. To minimise risk of burn, educators will:
- Regularly assess the temperature of all surfaces which are exposed to direct sunlight including poles, climbing equipment and soft fall, particularly on hot, sunny days.
  - Test the temperature of surfaces during the summer months by using an Infrared Heat Gun.
  - Become attuned to areas of the outdoor environment which are "hot spots" and be alert to heat related risks of play spaces.
  - Reschedule outdoor activities if the playground or equipment is too hot.

## 21 Shade

- 21.1 Outdoor activities will be planned to occur in shaded areas when possible. Play activities will be set up in the shade and moved throughout the day to take advantage of shade patterns.
- 21.2 The service will provide and maintain adequate shade for outdoor play. Shade options can include a combination of portable, natural and built shade.
- 21.3 *Sunsmart* shade assessments can be conducted to monitor existing shade structures and assist in planning for additional shade if needed. <https://www.sunsmart.com.au/downloads/schools-early-childhood/vels/shade-audit.pdf>

## 22 Inspection and Testing of Electrical Equipment

- 22.1 Services must ensure that electrical equipment is regularly inspected and tested by a competent person if the electrical equipment is supplied with electricity through an electrical socket and used in conditions where it could be damaged, including exposure to moisture, heat, vibration, mechanical damage, corrosive chemicals or dust.
- 22.2 A record of the testing, which may be a tag attached to the equipment tested, must be kept until the equipment is next tested or disposed of and must specify:
  - i. The name of the tester.
  - ii. The date and outcome of the testing.
  - iii. The date on which the next testing must be carried out.

## 23 Maintenance of Fire Equipment

All fire equipment at our service will be maintained as per the legal standards. External agencies will be employed to assist the service with this maintenance if no currently employed staff or educators are qualified to complete the maintenance checks.

## 24 Child Wellbeing and our environments

- 24.1 A risk assessment will be conducted annually, and as needed, to ensure that our physical environments are not impeding supervision, or increasing risks to children's well being. We need to consider how we set up our physical environments to reduce risks of sexualised play or adults being alone with children.
- 24.2 All visitors to the service will be required to identify themselves and sign in. They will not be left alone with children in an circumstance and will be monitored by staff while they are present.

## 25 Water safety

Children can drown in very small amounts of water. The following precautions should be taken at all times:

- 25.1 Water troughs used for play will be closely supervised at all times during use. They will be filled with water immediately before use and emptied before the supervising educator moves away from the experience. Water troughs will never be left with water in them when the children transition into another space.
- 25.2 At times water can pool in outdoors areas following heavy rain or the use of a hose. Pools of water are to be removed by sweeping the water away immediately. If this cannot be achieved then this issue needs to be reported for maintenance and additional supervision strategies put in place until it can be addressed.
- 25.3 Buckets of water being used for cleaning or soaking washing will be stored in locked areas, high on benches and not accessible to children.

#### Sources

Australian Standards 1851-2005 "Maintenance of Fire Protection Systems and Equipment"

Education and Care Services National Regulations 2011

Swimming Pools Act 1992

Work Health and Safety Act 2011

Work Health and Safety Regulations 2011

National Quality Standard

Cancer Council NSW Sample Sun Protection Policy

Staying Healthy Preventing Infectious diseases in early childhood education and care services 5<sup>th</sup> edition 2012  
NHMRC

Sandpits Fact Sheet 2013 Kidsafe NSW

Timber in play spaces Fact Sheet 2013 Kidsafe NSW

[http://raisingchildren.net.au/articles/safe\\_water\\_temperature.html](http://raisingchildren.net.au/articles/safe_water_temperature.html)

<https://www.sunsmart.com.au/downloads/schools-early-childhood/vels/shade-audit.pdf>

## 26 Review

This policy will be reviewed every 3 years and the review will include Management, Employees, Families and Interested Parties.

## 27 Version Control Table

Version Control	Date Released	Next Review	Approved By	Amendment
1	Mar 2012	Mar 2013	Michele Fowler Manager – Kids Uni	
2	Mar 2013	Mar 2014	Michele Fowler Manager – Kids Uni	Paragraph inserted re application of policies across all centres. Migrated into new QA format. This policy replaces the Sun Protection Policy, the Outdoor Environment Policy, OHS Procedure, Indoor Environment Policy and the Centre Closure Policy.

3	Mar 2014	Dec 2015	Michele Fowler Manager – Kids Uni	Policy reviewed and some minor editorial changes made. The drop off and collection wording removed and placed in the drop off and collection policy. The review period changed to 2 years.
4	Dec 15	Dec 17	M. Gillmore – General Manager	Policy reviewed with no changes required
5	July 18	July 2020	K.Grose – Children’s Services Manager	Removed references to clothing and sun safety – these were added to Clothing and sun safety policy. Removed references to cleaning, cleaning products and hygiene – these were added to Health, hygiene and cleaning policy. Removed references to manual handling, back care and correct storage and shelving height – these were added health hygiene and cleaning policy. Added sandpit and hot water references (with relevant policies removed). Updates NQS, regulations and source references.
6	August 2019	July 2020	L. Windisch – Director, Kids Uni North	Updated to reflect Electronic Sign In process.
7	November 2019	July 2020	Nicole Bray – Director Kids Uni iC	Updated to reflect name changes to Kids Uni iC
8	January 2020	Jan 2021	L. Windisch	Updated to include references to monitoring air quality and surface heat temperatures.
9	Jul 2020	Jul 2021	K.Grose – Children’s Services Manager	Updated to include reference to hot drinks in areas where children are present
10	April 2022	April 2025	K.Grose – Children’s Services Manager	Updated references for information on managing lead levels. Added the need to make changes to environments when different groups of children enter the space. Added reference to Sunsmart shade audits Added reference to child well being and physical environments Added further detail about fall heights, fall zones and soft fall requirements.