

## Physical Environment (Workplace Safety, Learning and Administration) Policy

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### NQS

QA2	2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.
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QA3	3.1.1	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose
	3.1.2	Premises, furniture and equipment are safe, clean and well maintained
	3.1.3	Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space.
	3.2.1	Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.
	3.2.2	Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the program and allow for multiple uses

	6.1.2	Families have opportunities to be involved in the service and contribute to service decisions
	6.1.3	Current information about the service is available to families
	6.2.1	The expertise of families is recognised and they share in decision making about their child's learning and wellbeing

### National Regulations

Regs	82	Tobacco, drug and alcohol free environment
	99	Children leaving the education and care service premises
	103	Premises, furniture and equipment to be safe, clean and in good repair
	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
156	Relationships in groups
249	Declared approved services (other than declared approved family day care services)
251	Declared out of scope services

## 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 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

## Aim

To provide a physical environment that is safe, appealing, constructive, well-maintained and welcoming to all individuals who use it.

## Related Policies

Animal and Pet Policy  
 Chemical Spills  
 Health, Hygiene and Safe Food Policy  
 Incident, Injury, Trauma and Illness Policy  
 Relationships with Children Policy  
 Sandpit Policy  
 Tobacco, Drug and Alcohol Policy

## Implementation

The Approved Provider will provide a stimulating environment that continually engages children and fosters their learning and development while ensuring their safety and that of educators, families and visitors.

### **Resources and Equipment**

The Approved Provider will:

- provide appropriately sized furniture and equipment in the indoor and outdoor settings for the age ranges at the service
- provide sufficient furniture, resources, materials, toys and equipment for the number of children and ensure they are developmentally appropriate
- ensure non-fixed play equipment in the grounds is less than one and a half metres high and that educators can adequately supervise children at all times
- place any outdoor climbing equipment, swings or slides on impact absorbing surfaces (soft fall materials)
- maintain an up to date inventory/registry of equipment
- select resources and equipment that reflect the cultural diversity of our families, local community and nation, including the culture and diversity of Australia's Indigenous community
- actively seek the views of parents and families about our resources and equipment
- Prepare an ongoing prioritised maintenance plan for the service at the beginning of each year, and implement the plan throughout the year, and organise maintenance systems (eg checklists, logs, and building and equipment records).

Educators will:

- Provide a list of equipment or resources which need maintenance to the Approved Provider or Nominated Supervisor every 6 months. The list will prioritise maintenance requirements
- introduce children to new resources and equipment, and teach them how to use and care for them appropriately
- store equipment that should only be used under supervision in a secure place
- allow children to use a trampoline only when they are directly supervised
- regularly check equipment and resources to ensure it is clean and safe
- Ensure they comply with cleaning schedules for resources and equipment.

### **Facilities**

The Approved Provider or Nominated Supervisor will:

- Provide adequate, sufficient and accessible facilities for hand-washing, toileting and eating. Toileting and hand-washing facilities will be accessible from our indoor and outdoor environments
- provide access to clean drinking water in our indoor and outdoor environments
- ensure that the premises and grounds comply with building regulations (Local, State and Federal Government) and the Building Code of Australia in relation to fire, ventilation, lighting and safety glass
- provide appropriate and hygienic areas for food preparation

- complete a Building Safety Checklist of the premises and grounds every 6 months and ensure any work necessary meets Australian standards
- implement management plans to ensure the safety of educators, children, families and visitors if the service undertakes major renovations

## **Environment**

The Approved Provider or Nominated Supervisor will:

- include natural elements like plants, trees, gardens, rock, mud and water
- provide adequate shading
- adequately fence the environment
- incorporate natural and artificial lighting, appropriate ventilation, heating, cooling and fresh air
- include elements that challenge children and encourage appropriate risk taking for the child's developmental level
- incorporate specific requirements for special needs children as seamlessly as possible
- incorporate sustainable practices which develop environmental responsibility
- ensure elements in the environment encourage children to explore, solve problems, create, construct and engage in critical thinking

## **Layout**

The Approved Provider or Nominated Supervisor will:

- organise the environment so children, educators and visitors can move around without disrupting children's activities
- create spaces which encourage collaborative learning through group interactions and one-on-one interactions
- create areas where children can engage in quiet, restful or independent activities
- establish the environment so children can be adequately supervised at all times
- provide space for administrative functions, consultation with children's parents and private conversations
- Keep plans about the arrangement of the rooms and outdoor spaces to show how our service creates inviting learning spaces, and document how the arrangement, resources and equipment contribute to children's learning.
- keep a record of any changes made to the physical environment eg rearrangement of rooms, additions/changes to outdoor environment

## **Activities**

The Approved Provider or Nominated Supervisor and educators will:

- undertake regular risk assessments to ensure risk is minimised or eliminated at all times
- provide adequate and ongoing training in risk management practices for new and existing educators, staff and volunteers

- engage children in a wide variety of indoor and outdoor experiences
- Discuss safety issues with children (eg using toys or equipment) and involving children in rule setting to minimise or eliminate safety risks.
- cover unused power points with safety caps, securing all electrical cords and ensuring all double adaptors and power-boards are inaccessible to children

### **Children's Groupings**

It is important that children have opportunities to interact with other children and educators in group situations. This contributes to their learning and development and helps children to develop respectful and positive relationships. The Nominated Supervisor and educators will consider whether the size and composition of the group is appropriate by considering whether children:

- are settled
- Develop secure relationships with educators and positive relationships with peers.

## **Safety Checks**

To ensure the safety of all children and educators, the Nominated Supervisor will ensure the following safety checks are carried out:

- Regular inspections of the premises before children arrive (use the Indoor and Outdoor Daily Safety Checklists attached to the policy) to ensure the service is safe, secure and hygienic, and there are no dangerous objects on the premises or service grounds, for example sharps or poisonous flora and fauna, including a check of:
  - perimeters
  - fences
  - gates
  - paths
  - buildings
  - all rooms accessible to children
  - fixed equipment

Educators will wear gloves and use tongs to pick up any sharp objects (eg syringes) and place them in the 'sharp object box'. This box will be disposed of in line with local council recommendations. Any maintenance required will be immediately reported to the Approved Provider who will make the appropriate arrangements to have repairs carried out.

- Regular inspections of trees in the service grounds for overhanging, dead or dangerous looking branches as well as for any infestations or nests.

- Regular pest inspections by an accredited pest control company. Any recommendations made by the company will be implemented if they will not compromise the health and safety of children and adults.

The Nominated Supervisor will keep records of pest inspections and findings, and records to verify completion of safety checks.

## **Cleaning of Buildings, Premises, Furniture and Equipment**

To ensure that cleaning is carried out regularly and thoroughly and the environment, resources and equipment are hygienic, the Nominated Supervisor and tendered cleaning contractor will ensure educators and other staff:

- Implement structured cleaning schedules (attached to the policy) to ensure that all cleaning is carried out regularly and thoroughly so that the service environment, resources and equipment are hygienic.
- use the least dangerous cleaning substance possible
- use separate sponges (eg pink for the kitchen, yellow for the bathroom) to eliminate cross-contamination of different areas
- use rubber gloves in each room which are then hung out to dry and air
- wash and dry hands after cleaning before returning to the children
- Clean and dry cleaning equipment between uses so germs can't multiply on the equipment.
- store cleaning equipment securely
- clean the service at the end of each day and throughout the day as the need arises
- Clean up accidents and spills as quickly as possible.

### **Use of Detergents**

Ordinary detergents will be used to help remove dirt from surfaces. Proper cleaning with detergent and warm water, followed by rinsing then drying and airing time kills most germs as they are unable to multiply in a clean environment.

### **Use of Disinfectants**

Disinfectants are usually unnecessary as very few germs can survive exposure to fresh air and natural light. In an outbreak situation, public health units may specify the use of a particular disinfectant.

Essentially, there is no ideal disinfectant. Disinfectants cannot kill germs if the surface is not clean. For disinfectants to work effectively, there still needs to be thorough cleaning using a detergent

beforehand. However, it is more important to make sure surfaces have been cleaned with detergent and warm water than to use a disinfectant. To kill germs, any disinfectant needs:

- to be of the right concentrate
- a clean surface to be able to get to the germ
- Enough time to kill the germs - at least 10 minutes.

Even when all of these conditions are met a disinfectant will not kill all the germs present.

### **Clothing**

Educators will:

- wash their clothing daily
- wear protective garments (eg aprons) to cover clothing that cannot be washed frequently

### **Toys**

- Toys will be audited, cleaned and discarded as appropriate once a term.

### **Play Dough**

To reduce the risk of spreading infections, educators will:

- get children to wash their hands with soap and water before and after using play dough
- store play dough in a airtight container in the refrigerator
- Discard play dough at the end of each day if there is an outbreak of vomiting and/or diarrhoea.

### **Packing Toys Away**

Educators will:

- pack small pieces in bags provided and replace bags which may be deteriorating
- use elastic bands to contain similar items (like railway tracks)

## **Hazardous Substances**

When **purchasing** dangerous chemicals, substances, medicines or equipment, the Approved Provider or Nominated Supervisor will:

- select and use the least hazardous substance or equipment
- only select substances which have child resistant lids or caps
- ensure dangerous substances/chemicals are supplied with a Safety Data Sheet (SDS) formerly called a Material Data Safety Sheet

- ensure educators adhere to the manufacturer's instructions for use, storage, and first aid recorded on the SDS
- Keep a register of all hazardous chemicals, substances and equipment used at the Service. Information recorded will include where they are stored, their use, any risks, and first aid instructions and the current SDS. The register will be readily accessible.

When **using** dangerous chemicals, substances, medicines or equipment, educators will:

- ensure the child resistant lids or caps are properly closed after use
- adhere at all times to manufacturer's advice and instructions (eg follow advice for products which need to be stored in a refrigerated environment)
- Wear appropriate personal protective clothing recommended on the manufacturer's instructions.

When **storing** dangerous chemicals, substances, medicines or equipment, educators will:

- store all dangerous substances in their original containers
- keep all labels and/or use by dates intact at all times
- Dispose of (without using) any dangerous substance not stored in the original container, or with destroyed labels and/or unknown use by dates. Disposal will be safe and in line with local council guidelines. Containers will not be reused under any circumstances
- Lock all dangerous substances and equipment, including cleaning materials, detergents, toiletries poisons, dangerous tools and equipment with sharp and razor edges, in a place or facility which is labelled, secure and inaccessible to children.
- lock particularly dangerous and hazardous materials such as pesticides, herbicides, petroleum, kerosene, solvents and equipment which is operated by an engine or hazardous to children, in a locked facility external to the main building of the service, and separate from children's play or outdoor environments. The facility must have a bonded floor, be inaccessible to children and be clearly labelled as storing dangerous substances and/or equipment
- store any dangerous substances that need to be refrigerated in a labelled, child resistant container, preferably in a separate compartment or in a part of the refrigerator inaccessible to children
- Wear appropriate personal protective clothing recommended on the manufacturer's instructions.

### **First Aid**

The Approved Provider or Nominated Supervisor will:

- seek medical advice immediately if poisoning or potentially hazardous ingestion, inhalation, skin or eye exposure has occurred by calling the Poisons Information Line on 131126 or Ambulance service on 000
- immediately ring the emergency services on 000 if there is any major emergency involving a hazardous chemical or equipment, a gas, fire or explosion hazard



- Implement the first aid procedures in the Incident, Injury, Trauma and Illness Policy, and if required the emergency procedures in the Emergency Management and Evacuation Policy, if a child or any other person is injured by a chemical, substance or equipment.

### Other requirements

The Approved Provider or Nominated Supervisor will:

- notify the appropriate Workplace Health and Safety Authority (Worksafe 9641 1444 or 1800 136 089 - toll free) if there is any major emergency involving a hazardous chemical or equipment, a gas, fire or explosion hazard or a child or any other person is seriously injured by a chemical, substance or equipment (refer Work Health and Safety Policy).
- Regularly implement the Poison Safety Checklist attached to this policy to ensure we protect the health and safety of all children and adults at the service.

## Kitchens

The Approved Provider or Nominated Supervisor will ensure:

- children cannot gain access to any harmful substance, equipment or facility
- A door, half-gate or other barrier prevents unsupervised entry by children into the kitchen.

## Laundry

- Soiled clothes and linen are laundered away from the premises; soiled laundry is hygienically stored in a sealed container until it is removed from the premises. Items returned to a child's home for laundering will have any solid soiling removed, will be stored securely and will not be placed in a child's bag in contact with personal items. Educators will advise families that there are soiled clothes in their child's bag.

## Sun Protection

### 1. Outdoor Activities

Educators and staff will use a combination of sun protection measures for all outdoor activities from September to the end of April and whenever UV Index levels reach 3 and above. The sun protection measures include items below numbered 2-10. **UV levels will be monitored by reviewing the UV Alert information available at <http://www.cancervic.org.au/> or the Sunsmart phone/iPad application**

### 2. Shade

The service will provide and maintain adequate shade for outdoor play. Shade options can include a combination of portable, natural and built shade. Regular shade assessments will be conducted to monitor existing shade structures and assist in planning for additional shade.

Outdoor activities will be planned in shaded areas. Play activities will be set up in the shade and moved throughout the day to take advantage of shade patterns. Children will be directed to use available areas of shade when outside.

### 3. Hats

Educators, staff and children are required to wear sun safe hats that protect their face, neck and ears. A sun safe hat is a:

- legionnaire hat
- bucket hat with a deep crown and brim size of at least 5cm (adults 6cm)
- broad brimmed hat with a brim size of at least 6cm (adults 7.5cm).

Children without a sun safe hat will be asked to play in an area protected from the sun (e.g. under shade, veranda or indoors) or can be provided with a spare hat.

**Please note: Baseball caps or visors are not sun safe because they do not provide enough sun protection.**

### 4. Clothing

When outdoors, educators, staff and children will wear sun safe clothing that covers as much of the skin (especially the shoulders, back and stomach) as possible. This includes wearing:

- loose fitting shirts and dresses with sleeves and collars or covered neckline
- longer style skirts, shorts and trousers
- dark coloured clothing that is made from cool, densely woven fabric

Children who are not wearing sun safe clothing will be asked to play in an area protected from the sun (e.g. under shade, veranda or indoors).

**Please note: Midriff, crop or singlet tops are not sun safe because do not provide enough sun protection.**

### 5. Sunglasses

Children who choose to wear sunglasses will be encouraged to wear close fitting, wrap-around sunglasses that meet the Australian Standard 1067 (Sunglasses: Category 2, 3 or 4), are preferably marked eye protection factor 10, cover as much of the eye area as possible and have soft elastic to keep them in place.

### 6. Sunscreen

All educators, staff and children will apply SPF30+ or higher broad-spectrum water-resistant sunscreen before going outdoors and reapply every 2 hours. Sunscreen will be stored in a cool, dry place and the use-by-date monitored. Authorisation to apply sunscreen will be obtained from parents. Children may not be able to play outside if we are not authorised to apply sunscreen.

### **7. Role Modelling**

Educators and staff will act as role models and demonstrate sun safe behaviour by:

- wearing a sun safe hat (see Hats)
- wearing sun safe clothing (see Clothing)
- applying SPF30+ broad-spectrum water-resistant sunscreen 20 minutes before going outdoors and reapplying every 2 hours
- using and promoting shade
- wearing sunglasses that meet the Australian Standard 1067.

**Families and visitors are encouraged to role model positive sun safe behaviour.**

### **8. Education and Information**

Sun protection will be incorporated regularly into learning programs. Sun protection information will be promoted to educators, families and visitors. Further information is available from the Cancer Council website <http://www.cancerciv.org.au/>

### **9. Policy Availability**

The sun protection policy, updates and requirements (including hat, clothing and sunscreen) will be made available to educators and staff, families and visitors in our Parent Handbook and through other Service communications.

## **Visitors**

To ensure we can meet Work Health and Safety requirements and ensure the safety of our children, individuals visiting our service must sign in when they arrive at the service, and sign out when they leave, and wear a visitors' lanyard.

## **Inspection and testing of electrical equipment**

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. 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:

- the name of the tester
- the date and outcome of the testing
- the date on which the next testing must be carried out.

## Fire Equipment

All fire equipment at our service will comply with relevant laws and regulations, council requirements and the Building Code, and be maintained in line with the Australian Standard AS 1851-2012 (see Attachment D).

## Back Care and Manual Handling

Manual handling means any activity requiring the use of force exerted by the person to lift, lower, push, pull, carry or otherwise move, hold or restrain any person or object.

Manual handling injuries can be the result of incorrect manual handling techniques, overuse, or from accidents. Injuries include back strains, and sprains in other parts of the body such as the neck, arm, shoulder and knee, bruising and lacerations.

Employers and managers have a legal duty to provide safe workplaces and implement safe workplace practices.

### Principles of Preventing Manual Handling Injuries

1. Eliminate or reduce the amount of manual handling.
2. Reduce the amount of bending, forward reaching, and twisting, in all tasks.
3. Reduce worker fatigue.
4. Keep all equipment in good working order.
5. Keep the workplace environment safe.

The Nominated Supervisor will:

- provide annual training in manual handling and back care
- display written, current information regarding manual handling

- ensure equipment and facilities are designed and maintained to reduce manual handling injuries
- ensure work practices are consistent with safe manual handling guidelines
- ensure educators and staff follow our safe manual handling procedures
- identify, assess and control all risks associated with manual handling
- Clearly mark any equipment which requires more than one person to lift or move it.

To help prevent manual handling injuries educators and staff will:

- kneel rather than bend down eg to help a child put their shoes on
- sit rather than bend eg to comfort a child
- sit in an appropriate sized chair (or on the floor) so their upper legs are horizontal to hips and feet flat on the floor
- sit in an appropriate sized chair and table to complete writing tasks (eg programming)
- lift safely and avoid twisting, especially with awkward loads
- use a step ladder to reach above shoulder level
- avoid extended reaching forward eg leaning into low equipment boxes
- share the load if the equipment is heavy, long or awkward
- ask for help and organise a team lift when sliding, pulling or pushing equipment that is not easy to move e.g. trestles or gym mats
- rearrange surroundings to meet the needs of both children and adults where possible
- use equipment and furniture that can be moved around as safely and easily as possible
- store seldom-used objects up high between the shoulder-to-raised arm height
- avoid storing objects between a person's knuckles and the floor
- use mechanical aids like ladders and trolleys where possible to avoid lifting and stretching
- Reduce accidents by implementing good housekeeping practices including ensuring:
  - the floors and other walking surfaces are uncluttered, even and non-slippery
  - the environment is tidy
  - there is adequate space to work
  - equipment is maintained regularly
  - Lighting is adequate.

### **How to Lift Safely**

1. Place your feet in astride position
2. Keep your breastbone as elevated as possible
3. Bend your knees
4. Brace your stomach muscles.
5. Hold the object close to your centre of gravity i.e. around your navel
6. Move your feet not your spine
7. Prepare to move in a forward-facing direction

8. Ask for help when it is not possible to lift on your own

### **Avoid Twisting when Lifting**

To avoid injuries result from twisting educators and staff will:

- move equipment when children are not around
- rearrange storage so that it is easier and safer to replace and remove items
- lift only within the limits of their strength
- use beds and equipment that are easy to move
- ensure they can see where they are going when carrying equipment or children
- be especially careful when lifting a child with special needs.

### **Organising a Team Lift**

Educators and staff will:

1. Ask a colleague who is willing and able to help, and ideally is fairly well matched with them in size and strength
2. Agree on a plan of action to achieve a coordinated lift
3. Appoint one person as team leader to 'call' the lift.

### **How to Assess the Correct Storage and Shelving Height**

Correct storage and shelving height is important to prevent slips, falls and strains. When standing with feet together and hands by sides:

- the best height range for handling loads is around waist level
- the acceptable height for lifting is any point between a person's knuckle and shoulder.

## **Sources**

**Education and Care Services National Regulations 2011**

**My Time Our Place**

**Dangerous Substances (National Code of Practice for the Labelling of Workplace Substances) Code of Practice Approval 2006**

**National Quality Standard**

**Occupational Health & Safety Act 2004**

**Staying Healthy –Preventing infectious diseases in early childhood education and care services 2012**

**Cancer Council VIC Sample SunSmart policy for ECEC services**

**Work Safe Victoria: Children’s services – occupational health and safety compliance kit**

**Australian Standards 1851-2005 “Maintenance of Fire Protection Systems and Equipment”**

**Building Code of Australia**

**Building Act 1993**

**Building Regulations 1994**

**Building Commission Practice Note 2013-05**

**Royal Life Saving Society Home Pool Safety Checklist**

**Royal Life Saving Society Wading Pools Checklist**

**Australian Standard 1926.1 Swimming Pool Safety**

**Kidsafensw: Playground surfacing**

## Review

The policy will be reviewed annually by the Out of School Hours Care subcommittee of School Council.

<u>Ratification Date</u> July 2020	<u>Review Date</u> Year 2021	<u>Version Number</u> 4	<u>Date Produced</u> October 2015
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## Attachment A

### Environmental Checklists

The following can be used as a guideline to produce Checklists for the service's individual needs.

#### Checklist: Outdoor

- **Building maintenance** – regularly maintain and check for hazards, check building is in a safe, clean and hygienic condition. Keep records of any damages and subsequent repairs.
- **Doors** – have finger jam protectors.
- **Dust mites, pet allergens** – regular dusting and vacuuming.
- **Fence** – outdoor play areas securely on all sides of from roads, water hazards, and driveways. Maintain fences at correct height..
- **Garbage** – safely and promptly disposed of. Use lidded secure bins that prevent child access and maintain in a clean and safe condition. Encourage recycling.
- **Garden** and renovation debris - removed. Regularly trim branches and bushes.
- **Garages and sheds** - kept locked.
- **Heating, cooling, ventilation, lighting** – comfortable, safe, maintained, guarded and are kept out of reach of children.
- **Hygienic**, regularly cleaned and maintained conditions protect against vermin, bacteria, mildew, lead, asbestos and other dust allergens.
- **Non-slip** floors, stairs, steps, grounds and nonporous indoor floors for easy cleaning.
- **Pesticides** - dangerous chemicals should not be used to remove vermin.
- **Renovations** – reduce dangers e.g. lead, asbestos, holes and excavations.
- **Security** - minimise unauthorised access with appropriate fencing and locks.
- **Spills** – clean away as they occur.
- **Under Service access** (including buildings on stilts and footings) – lock or block access.
- **Window fly screens** securely fitted, maintained and permanent.

#### Checklist – Indoor

- **Access for children and adults with disability** - 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.
- **Children at risk** – maintain extra security and supervision of children at special risk.
- **Decorations and children's artwork** – aren't near ceiling fans, air conditioners or heaters. Avoid use of tacks, pins, and staples.



- **Emergency evacuation** –evacuation plan and emergency contact numbers displayed, families informed and evacuation procedures rehearsed.
- **Fire** – fire blanket, extinguisher, fire exits, smoke detectors, electrical safety switch.
- **First aid kit** with approved contents is maintained and accessible. Ensure First Aid certificates are current for relevant educators.
- **Guard and make inaccessible to children:** heaters, coolers, fireplaces, stoves, microwaves, power points, and office equipment.
- **Hazardous indoor and outdoor plants** - identify, remove or make inaccessible to children.
- **Heaters** – 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.
- **Hot water** - ensure the hot water supply is regulated to keep it below the temperature at which a child can be scalded (Any new hot water installations in early childhood services are required to ensure water delivered from the tap does not exceed 45° C ).
- **Machinery, tools and equipment** – ensure all engine operated or other hazardous equipment, tool or machinery are stored securely and are inaccessible to children.
- **Noise** – reduce excessive exposure.
- **Non-slip, non-porous** floors, stairs.
- **Pets and animals** – inform families of pets kept on premises and plans to obtain new pets. Ensure pets are vaccinated, wormed, don't have fleas, are clean and healthy. Keep pet accessories such as pet food, litter boxes, pet toys away from children. Exclude dogs from children's play areas. Keep children-pet interactions minimal and supervise interaction times.
- **Safe play rules and adequate play spaces:** discourage running indoors and safe furniture layout to avoid collisions.
- **Security** – ensure all entry doors are locked after dark and place bells on doors.
- **Smoke free environment** in all areas.
- **Educators personal items** – ensure personal items such as bags, sharp instruments, toiletries and medicines are kept secure and are inaccessible to children.
- **Stairways**, ramps, corridors, hallway, external balcony are enclosed to prevent a child falling.
- **Store in locked cabinet** any unsafe items, e.g. chemicals, medicines, razors, knives and electrical equipment.
- **Supervision and visibility of children** – ensure children are visible and supervised at all times. Have at least two educators on premises at all times with vision of each other and the children.
- **Toys** – meet safety standards, age appropriate, maintained, and non-toxic.

## Attachment B

# Poison Safety Checklist

Week beginning: \_\_\_\_\_

Checklist	Yes	No	Action required
Have all chemical products been checked to determine if they need to be stored in a lockable cupboard?			
Have all chemical products been checked to determine if they require disposal (out of date or no longer required)?			
Are all chemicals labelled correctly?			
Are food and chemicals stored separately?			
Are all chemicals stored securely?			
Are Safety Data Forms available for all chemicals in the Service and placed with the chemical?			
SDS Register available?			
SDS Register Current?			
Are low toxicity products used whenever possible?			
If any handbags contain medication, are they stored safely?			
Is the Poisons Information Centre number available at every phone? (13 11 26)			
Is there any paint flaking of the walls that may contain lead?			
Have all poisonous plants been removed from the Service's premises?			
Have families been provided with information on poison safety?			
Have chemical storage areas been labelled with chemicals stored here signs?			
Medication is stored in locked containers/cupboard?			

Educators Name: \_\_\_\_\_

Educators Signature: \_\_\_\_\_

## Attachment C

### Cleaning Schedule - Before School Care

#### Monday

Time	Tables	Dishes	Vinyl	Carpet	Others/toys/laundry/cleaner
7.00am					
8.00am					

#### Tuesday

Time	Tables	Dishes	Vinyl	Carpet	Others/toys/laundry/cleaner
7.00am					
8.00am					

#### Wednesday

Time	Tables	Dishes	Vinyl	Carpet	Others/toys/laundry/cleaner
7.00am					
8.00am					

#### Thursday

Time	Tables	Dishes	Vinyl	Carpet	Others/toys/laundry/cleaner
7.00am					
8.00am					

#### Friday

Time	Tables	Dishes	Vinyl	Carpet	Others/toys/laundry/cleaner

7.00am					
8.00am					

**Cleaning Schedule – After School Care**

**Monday**

Time	Tables	Dishes	Vinyl	Carpet	Others/toys/laundry/cleaner
4.00pm					
5.30pm					
6.00pm					

**Tuesday**

Time	Tables	Dishes	Vinyl	Carpet	Others/toys/laundry/cleaner
4.00pm					
5.30pm					
6.00pm					

**Wednesday**

Time	Tables	Dishes	Vinyl	Carpet	Others/toys/laundry/cleaner
4.00pm					
5.30pm					
6.00pm					

**Thursday**

Time	Tables	Dishes	Vinyl	Carpet	Others/toys/laundry/cleaner
4.00pm					
5.30pm					
6.00pm					

**Friday**

Time	Tables	Dishes	Vinyl	Carpet	Others/toys/laundry/cleaner
4.00pm					
5.30pm					
6.00pm					