



# PROVIDING SAFE ENVIRONMENTS POLICY

**SUB CATEGORY:** Health, Hygiene and Safety

## POLICY GOAL

To ensure the safety, health and wellbeing of children attending our service and to ensure that every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.

## RATIONALE

Section 167 of the Education and Care Services National Law (Oct 2017):

### **167 Offence relating to protection of children from harm and hazards**

*(1) The approved provider of an education and care service must ensure that every reasonable precaution is taken to protect children being educated and cared for by the service from harm and from any hazard likely to cause injury.*

*Penalty—*

- o \$10,000, in the case of an individual.*
- o \$50,000, in any other case.*

*(2) A nominated supervisor of an education and care service must ensure that every reasonable precaution is taken to protect children being educated and cared for by the service from harm and from any hazard likely to cause injury. Penalty—\$10,000.”<sup>1</sup>*

Quality Area Two of the National Quality Standards deals with children’s health and safety. Element 2.2.1 – Supervision – *“At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard”<sup>2</sup>*

*“The approved provider, nominated supervisors, co-ordinators and educators have responsibility for supporting the health, protection, safety and wellbeing of all children. In exercising their responsibilities, they must take reasonable care to protect children from foreseeable risk of harm, injury and infection.*

*Physical activity enhances brain development, coordination and social and motor skills and helps children to build confidence in their own abilities, develop their independence, and enjoy being active. The educational leader and educators foster physical and psychological development in children by encouraging physical activity that is challenging, extends thinking and offers opportunities to take manageable risks. Instead of trying to eliminate all risk from children’s play, it is important to understand that risky play can be acceptable where the benefit to children’s learning outweighs the risks. Risks can be managed through conducting risk assessments and weighing the obligation to protect children from foreseeable risk of harm against the benefit of providing children with a stimulating play environment.*

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<sup>1</sup> Education and Care Services National Law Act 2010 (version Feb 2018)

<sup>2</sup> “Guide to the National Quality Framework” Australian Children’s Education & Care Quality Authority Jan 2020

### **Injury Management**

*Services need to consider the effectiveness of injury management processes, including risk identification and conducting risk benefit analysis and risk assessments to minimise risk. This involves considering the way educators:*

- *support children in risky play*
- *are organised to ensure effective supervision*
- *are proactive, responsive and flexible in using professional judgments to prevent injury from occurring.”<sup>3</sup>*

*“NQS Quality Area 2: Children’s health and safety, encompasses children’s physical health and comfort, healthy eating and physical activity and children’s safety and protection from harm. Healthy and safe environments protect children from harm and promote children’s psychological wellbeing by allowing them to exercise their independence through making decisions and taking on new challenges.*

*The difficulty that many educators face is how to balance children’s health and safety with giving them genuine opportunities to explore, experiment, predict and take managed risks. This balance can be achieved when the physical environment is arranged so that it is a predictable, ‘known quantity’ for children; where they can make decisions and do things for themselves, and experience success in doing so. It is important that educators demonstrate trust and respect for children’s abilities to make sensible decisions and to keep challenges within their current capacities. Educators can then acknowledge children’s achievements and support them to move forward when they experience difficulties, or do not immediately succeed in their undertaking.*

*Providing a balance between safety and challenge begins with educators thinking critically about their own attitude to ‘risk’ and why they may be ‘risk-adverse’. This can help them to identify which aspects of the environment genuinely represent danger to children, and which risks may be acceptably undertaken by children, where the benefits to children’s learning and experience far outweigh any possible negative outcomes. ‘Managed’ risks are those with controls in place. This means that educators think about issues such as children’s abilities, past experiences, family/home background and personal dispositions—as well as the activity itself—to identify and minimise the potential risks.”<sup>4</sup>*

### **“Protection from harm and hazards National Law: Section 167**

*An approved provider must ensure that every reasonable precaution is taken to protect children from harm and from any hazard likely to cause injury. The service must have policies and procedures in place to support the protection of children from harm and hazards, including health and safety matters.*

*Reasonable precautions might include:*

- *daily safety checks of the environment and equipment*
- *secure storage of hazardous products including chemicals*
- *an equipment maintenance schedule*
- *risk assessments including for excursions*
- *hot drinks being made and consumed away from children*
- *purchasing products that meets Australian Standards - for example, cots and playground equipment and under-surfacing*
- *safety plugs in electrical outlets*

<sup>3</sup> *“Guide to the National Quality Framework” Australian Children’s Education & Care Quality Authority Jan 2020*

<sup>4</sup> *“Health Safety and Wellbeing” Angela Owen – extract from NQSPLP e-newsletter No. 29 2012, Early Childhood Australia*

- *procedures for releasing children only into the care of authorised persons*

*This list is not exhaustive, and services should conduct regular risk assessments to identify potential hazards relevant to their own service, and strategies to protect children.*

*The National Law does not require services to eliminate all risk and challenge from children's play or environments.*<sup>5</sup>

### **Playground Safety**

*“Playground injuries often occur when a child falls from play equipment onto a hard surface.*

*Playground equipment that measures 600mm or more above ground level requires a falling space and impact area. The falling space and impact area is a safety zone that surrounds the equipment and is free of obstacles.*

*Free height of fall is measured from ground level to the intended point of body support e.g. foot, hand, seat or platform.*

*The maximum height of platforms for playground equipment varies as follows:*

- *All Age settings (schools and public playgrounds) is 3000mm above ground level.*
- *Education and Care services is 1800mm above ground level.*<sup>6</sup>

### **“Moveable Play Equipment**

*The Australian Standard AS 4685:2014 Playground equipment and surfacing applies to both moveable and fixed play equipment. Moveable play equipment includes trestles and attachments, portable forts, climbing apparatus and many more play accessories.*

### **Maximum Height**

*The maximum free height of fall for moveable play equipment is 1500mm eg. the highest foot support and/or platform on moveable play equipment is no higher than 1500mm.*

### **Impact Area**

*A minimal impact area of 1500mm is required surrounding moveable play equipment items that measure 600mm or more above ground level. An impact area of 1500mm is required between each piece of equipment that is not linked. See Figure 1 below. A tape measure or length of dowel (pre-cut to 1500mm as pictured below right) can be used to check the required falling space and impact area.*

*An impact area of less than 1500mm is required for equipment less than 600mm above ground level (AS 4685:2014 4.2.8.2.5). A circulation zone of 1000mm is recommended surrounding low equipment items that are designed for climbing, rocking or jumping. See Figure 1 below.”*

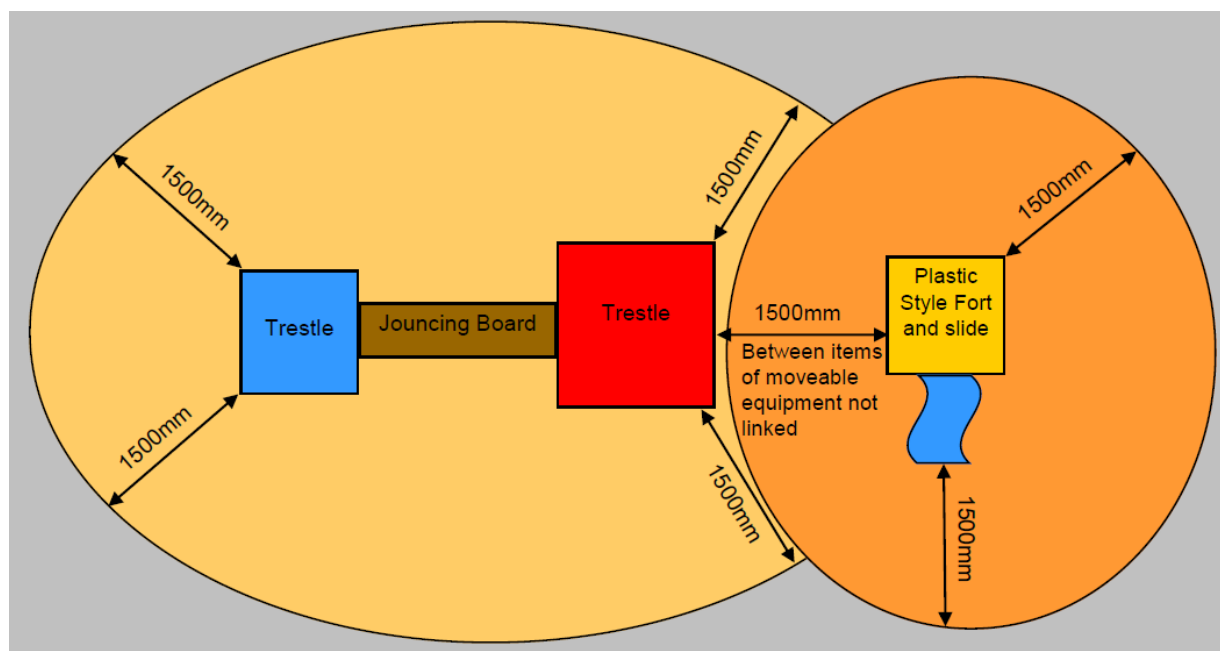
*For moveable play equipment with a climbing height 600mm or more above ground level the equipment must be set up on impact attenuating playground surfacing. For equipment items less than 600mm above ground level that are designed for climbing, rocking or spinning, set up on a soft surface such as well-maintained grass.*

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<sup>5</sup> “Guide to the National Quality Framework” Australian Children’s Education & Care Quality Authority Jan 2020

<sup>6</sup> “Impact Areas” Kidsafe Dec 2017 (accessed on-line April 2020)

[http://www.kidsafensw.org/imagesDB/wysiwyg/ImpactAreas2017\\_3.pdf](http://www.kidsafensw.org/imagesDB/wysiwyg/ImpactAreas2017_3.pdf)



**Figure 1 - Minimum dimensions of impact areas for moveable equipment items as per AS 4685:2014. This figure is not to scale.**

### Setting Up

Moveable play equipment must be set up on a level surface for stability. When setting up moveable equipment, ensure that enclosed openings within the range of 89–230mm are not created at heights of 600mm or more above ground level to avoid the possibility of strangulation by head and neck entrapment. A ruler or tape measure could be used to check for bound head and neck entrapment hazards in the set-up of the moveable play equipment (example pictured right).<sup>7</sup>

### “When is an impact attenuating surface required?”

All playground equipment with a fall height 600mm or more above ground level and specific equipment items such as slides, swings, carousels, cableways, rocking and spinning items must have an impact attenuating surfacing beneath and around (impact area) it to minimise serious head or other injuries in the event of a fall.

Playground surfacing must meet the test requirements of AS 4422:2016 Playground surfacing, and the supplier should provide documented evidence for your records that it complies to the Australian Standard. Consider environmental conditions, cost and maintenance when selecting a material. The two main types of playground surfacing are loose-fill and solid (unitary) material.

**Loose-fill** includes products such as bark mulch, wood chips, wood fibre and sand. The cushioning effect of loose-fill is achieved by trapping air between particles. AS 4685.0:2017 requires loose-fill surfacing to be installed at a minimum depth of **300mm** and maintained at not less than **200mm**. Install and maintain loose-fill surfacing at a greater depth to allow for product loss and dispersion as children use the playspace. Inspect loose-fill material regularly, rake to remove sharp and organic debris, de-compact with a rotary hoe and replenish when necessary. Loose-fill material is easily displaced and should be retained by a border or edge that is constructed of an appropriate material and does not present trip hazards or sharp protrusions. Check the border is secure and that timber components have not separated or split. Sand is popular, however it also must be tested to AS

<sup>7</sup> “Moveable Play Equipment” Kidsafe Dec 2017 (accessed on-line April 2020)  
<https://www.kidsafensw.org/imagesDB/wysiwyg/MoveablePlayEquipment2017.pdf>

4422:2016. Each sand type varies and may have differing depth requirements. Check with the supplier for information.

**Solid material** includes products such as synthetic grass, rubber tiles and wet pour rubber. The impact attenuating qualities of solid material varies according to the thickness of the layer and the composition of the material. Regularly check solid surfaces for wear and tear. Synthetic grass may require topping up of sand (refer to manufacturer's maintenance regime). To keep the sand from compacting and to limit the fibres from "matting down", brush synthetic grass on a regular basis.

### **Preventing Burns and Scalds**

Before children enter the playspace, use a thermometer to check the temperature of the playground surface. Alternatively, hold your hand just above the surface to determine if the playground surface is too hot. If the surface temperature feels too hot or is 50° or more, it is too hot for play.

### **Suggestions:**

- Wetting the area to cool the surface
- Install light coloured surfacing
- Install shade structures or plant trees<sup>8</sup>

### **Portable Mats**

Portable mats such as foam or vinyl covered foam mats may be used in the falling space and impact area of playground equipment. When used for equipment that is 600mm or more above ground level, mats must be tested to AS 4422:2016. Request certificates of compliance that indicate the fall height rating and test results of the mats. File with the records for your playground safety management system.

The benefits of using portable mats as impact attenuating playground surfacing are as follows:

- Allows for versatility and flexibility of equipment and where the equipment can be set up eg. indoor play areas and general outdoor areas
- Can be used as required
- Easily stored

Avoid the use of regular gym mats on top of playground surfacing e.g. surrounding moveable play equipment items such as trestles and jouncing boards as slip and trip hazards may be created.<sup>9</sup>

**Note: Kidsafe NSW advise that the AS4422:2016 changes did not affect portable matting requirements and as such older mats, in good condition which meet AS4422:1996 still meet the Australian Standards, however new products should comply with AS4422:2016.**

*"There are numerous benefits that children can derive from playing on playground equipment, including fun challenges which enhance their development. However, the playground can pose numerous risks to the safety of children. Incidences of child injury can arise from children falling off a piece of playground equipment to being knocked by others who are running in the playground to being deliberately pushed off a piece of playground equipment by other children. While it is not possible to anticipate or control every action a child is going to take, you can still reduce the risk of child injury in the playground by following a few key steps.*

### **Tips for practice improvement:**

<sup>8</sup> "Playground Surfacing" Kidsafe Dec 2017 (accessed on-line April 2020)

[https://www.kidsafensw.org/imagesDB/wysiwyg/PlaygroundSurfacing2017\\_2.pdf](https://www.kidsafensw.org/imagesDB/wysiwyg/PlaygroundSurfacing2017_2.pdf)

<sup>9</sup> "Portable Mats" Kidsafe Dec 2017 (accessed on-line April 2020)

[https://www.kidsafensw.org/imagesDB/wysiwyg/PortableMats2017\\_1.pdf](https://www.kidsafensw.org/imagesDB/wysiwyg/PortableMats2017_1.pdf)

<i>P</i>	<i>Plan out your playground area duties by ensuring there are enough staff members to adequately supervise children in the playground. One supervisor alone will not be able to supervise a large group of children.</i>
<i>L</i>	<i>Lead safe practice by scanning the playground environment for hazards prior to play time. Look out for sharp objects, such as glass / syringes and any damage to equipment.</i>
<i>A</i>	<i>Assess whether the playground equipment is in good working order prior to playground activity.</i>
<i>Y</i>	<i>You are responsible for the safety of children under your supervision. Always ensure that you maintain a direct line of sight to the children you are supervising.</i>

<i>S</i>	<i>Secure all playground equipment correctly, ensuring that there are no loose or missing parts.</i>
<i>A</i>	<i>Always cover external protrusions, such as bolts, to reduce the likelihood of injury.</i>
<i>F</i>	<i>Formulate emergency response plans for how your staff will respond during a playground emergency.</i>
<i>E</i>	<i>Encourage playground safety by instructing children on the correct use of equipment. Be aware of how childrens' individual physical abilities may put them at risk of injury through use of certain equipment. "</i>

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***“Outdoor surfaces pose burns risk***

*As temperatures rise across the state, approved providers should take steps to prevent children being exposed to overheated play equipment and other objects.*

*Overheated surfaces such as metal, concrete, stone, sand, rubber, plastic, soft fall mats and synthetic grass can cause serious burns to young children in Queensland during the hotter months.*

*Approved providers should ensure their policies and procedures include the following considerations:*

- regular temperature checks of outdoor facilities and equipment on sunny days to assess their suitability for use by children*
- observation of manufacturers' warnings and instructions for outdoor equipment. If this information is unclear or unavailable, ask manufacturers and installers to supply information on the equipment's suitability for outdoor use*
- permanent records of dates, times, items and temperatures tested*
- shoes should be worn outside and educators should be mindful that children may kneel, sit or lie down on surfaces*
- areas in direct sunlight during different times of the day or different seasons may need shade structures repositioned accordingly*
- staff training to ensure they know how to test outdoor surface temperatures and follow manufacturer/installer instructions for equipment use.*

<sup>10</sup> “Childcare – Supervision in the Playground” Guild Insurance Sept 2012

*The following sections of the National Law and National Regulations require approved providers to take precautions to protect children from harm:*

- *Education and Care Services National Law Act 2010*
  - ◆ *Section 167 – Offence relating to protection of children from harm and hazards*
- *Education and Care Services National Regulations*
  - ◆ *Regulation 103 – Premises, furniture and equipment to be safe, clean and in good repair*
  - ◆ *Regulation 168 – Education and care service must have policies and procedures*
  - ◆ *Regulation 170 – Policies and procedures to be followed.*

*Useful guidelines for protecting children from burns and scalds in the playground can be found in the Kidsafe NSW newsletter Playground News.<sup>11</sup>*

## **IMPLEMENTATION**

- Approved Providers, Nominated Supervisors and all educators must:
  - ensure that all children are supervised effectively at all times
  - ensure they are aware of and act on their responsibilities for ensuring children’s safety at all times
  - proactively identify and manage risks and take precautions to protect children from harm and hazard
  - identify and respond confidently to changes in the service environment throughout the day, adjusting practice where necessary to ensure that children are safe and effectively supervised at all times
  - participate in the development and implementation of risk assessments
- Safety discussions should occur regularly with educators and where appropriate a record should be maintained.
- Educators must follow safety advice from recognised authorities and manufacturers when arranging equipment, furniture and experiences
- Educators must ensure children are only collected by authorised persons as per the Arrival and Departure of Children Policy.
- The Approved Provider must advise the Regulatory Authority of any circumstance at the service that poses a significant risk to the health, safety or wellbeing of a child attending the service.
- Educators should follow the PLAY SAFE guidelines (listed above)

## **Risk Management**

- All educators at the service should apply a risk minimisation approach to ensuring the safety of children at the service.
- Risk assessments should be conducted in consultation with educators, families and other specialists. Risk assessment should be done for physical environments and specific activities.
- A risk assessment of shelving and furniture should be conducted at least annually or at times when rooms are rearranged to ensure these items are safe and secure and not able to be pushed or pulled onto a child.
- Educators should use a risk management approach when planning learning environment and activities;
  - Identify hazards
  - Assess the risk
  - Control Risks
  - Implement Plan for controlling risks
  - Monitor and review

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<sup>11</sup> “Outdoor surfaces pose burns risk – NQF e-bulletin” Department of Education Queensland dated 12 November 2019

### **Equipment, building and facilities**

- Educators will ensure that they are consistently implementing safety checks and monitoring the maintenance of buildings, equipment and the general environment on a daily basis. A reporting schedule will be designed in consultation with educators, families and others as per advice from recognised authorities.
- Nominated Supervisors are responsible for monitoring educator compliance with the required safety checks.
- Educators must ensure that safety plugs are inserted in all un-used electrical outlets.
- Areas used by children must be regularly cleaned as per the cleaning schedules and the Health and Hygiene Policy.
- Where renovations or improvements are being conducted a management plan will be designed in consultation with educators and families to protect the safety of children, families and staff while work is being undertaken at the service. Under section 173(2)(c) of the National Law Act the Approved Provider must ensure that they notify the regulatory authority within 7days of any proposed change to the premises, such as refurbishment. It is preferred that this is done at the earliest opportunity and in advance of the changes.
- Educators must ensure all due care is taken to look after centre equipment, equipment such as wooden jumping boards, blocks, books etc are to be brought in undercover if it starts to rain. These items must be stored undercover overnight.
- All outdoor equipment and environments must be checked each morning and recorded on the playground checklist.
- Team members should continue to regularly check outdoor equipment during the day for safety features (eg check that cleats are secure, that mats haven't moved when they've been placed near equipment) and for heat absorption during the hotter months.
- A safety check of all indoor and outdoor play equipment and external fences will be conducted every morning by team members responsible for setting up the relevant play area.
- Educators must record any damaged equipment in the Damaged Equipment log and ensure that it is removed from use and reported to the Nominated Supervisor or Approved Provider.
- Where playground layouts require, outdoor supervision plans should be in place to direct team members to areas of the yard where there must be a person situated for full supervision.
- Educators should monitor external fences to ensure that children cannot go through, over or under it. All external playground exits should be locked to prevent unauthorised access to the playground. Keys must be readily accessible in the event of an emergency evacuation.
- Educators must adhere to manufacturers' advice when using and cleaning furniture and equipment.
- Educators must ensure the secure storage of hazardous products including chemicals as per the Dangerous Products Policy.
- Nominated Supervisors will monitor the purchase of equipment to ensure products meet Australian Standards applicable—for example, cots and playground. Nominated Supervisors will purchase from trusted suppliers.
- Educators should consider their knowledge of each child when planning activities and environments that allow a balance of “manageable risks” and supporting children’s development and decision making around taking on new challenges.
- Educators should demonstrate trust and respect for children’s abilities to make sensible decisions and to keep challenges within their current capacities.

### **Outdoor learning spaces and hot weather**

- Before children enter the playspaces that have been exposed to the sun during the day, use a thermometer to check the temperature of the playground surface, including artificial grass, mats,



decks and climbing equipment. Alternatively, hold your hand just above the surface to determine if the playground surface is too hot.

- A record of outdoor temperatures should be maintained for warmer months, dependent on service location and season. Use the Outdoor Surface Temperature Record Form.
- If the surface temperature feels too hot or is 50° or more, it is too hot for play. It may be cooled by,
  - turning mats over,
  - using a hose or damp cloth or
  - placing a mat or other item over a surface.
- Mats, bikes and other equipment that may potentially heat up should be moved undercover during the middle of the day.
- When temperatures are warmer, children should wear shoes when outside to protect bare feet, educators should also be mindful that children may kneel, sit or lie down on surfaces so shoes are not the only solution to warm surfaces.

### **Fall heights and fall zones**

- Educators must take care when setting up playgrounds to ensure that appropriate fall surfacing is provided to all mobile equipment with a fall height over 600mm.
- Tested playground surfacing is required under and surrounding play equipment with fall heights greater than 500mm above ground level. These surfaces must have proof of testing in accordance with AS/NZS 4422:2016 (or AS4422:1996 if in good condition)
- A minimal impact area (fall zone) of 1500mm is required between each piece of equipment that is not linked in all directions where children may fall.
- Educators must ensure that where equipment has a fall height of greater than 600mm it is set up on fall surfacing complying with Australian Standards and that a fall zone of 1500mm in all fall directions is clear of any items that a child may fall onto.
- Educators should constantly monitor outdoor playground to ensure that items such as bikes are not abandoned by children within fall zones of climbing equipment and built in structures to avoid a child falling onto them.
- Where mats are used as fall surfacing all care and close supervision must be taken to ensure that mats stay in position and provide the required 1500mm impact area surrounding the equipment at all times.

### **Staffing**

- Educators will ensure that supervision is maintained at all times in accordance with the Supervision Policy.
- Nominated Supervisors and those responsible for rostering must ensure that staffing arrangements enhance children's learning and development and ensure their safety and wellbeing.
- Educator-to-child ratios should be maintained as per the Regulation to ensure the safety, welfare and wellbeing of children while attending the service.
- Nominated Supervisors will maintain a current log of all educators and others at the service including support staff, students and volunteers ensuring working with children checks are current.

### **Learning environments and programs**

- Educators will take opportunities, both planned and spontaneous, to communicate safety messages with children including;
  - correct use of equipment and the environment and, where appropriate, involving children in setting safety rules.

- o Safety in relation to electrical, water, sun, road, stranger danger etc
- Educators should support children to make choices and to experience the consequences of these where there is no risk of harm to themselves or another person.
- Educators should pre-empt potential conflicts or challenging behaviours by monitoring children's play and supporting interactions.
- Educators should encourage children to pack toys away after use where they may impact safety.

## **COMMUNICATION AND CONSULTATION**

- Educators and families will have access to this policy at all times.
- Educators and families will be provided with opportunities to be involved in this policy review.
- This policy will be provided to educators upon commencement of employment.

## **RELATED FORMS AND DOCUMENTS**

- All associated policies and forms
- Safety checklists including open and close checklists
- Educator Induction Checklist
- Damaged equipment registers and maintenance log books
- Staff Records
- Dangerous Products Policy
- Risk Assessment Templates
- Risk Assessment for Shelving and Furniture
- Outdoor Surface Temperature Record Form

## **SCOPE AND ENFORCEMENT**

The failure of any person to comply with this policy in its entirety may lead to;

- Performance management of an employee which may lead to termination

## **RECOGNISED AUTHORITIES AND DOCUMENTS WHICH GUIDE POLICY**

- "Childcare – Supervision in the Playground" Guild Insurance Sept 2012
- "Health Safety and Wellbeing" Angela Owen – extract from NQSPLP e-newsletter No. 29 2012, Early Childhood Australia
- "Impact Areas" Kidsafe Dec 2017 (accessed on-line April 2020)  
[http://www.kidsafensw.org/imagesDB/wysiwyg/ImpactAreas2017\\_3.pdf](http://www.kidsafensw.org/imagesDB/wysiwyg/ImpactAreas2017_3.pdf)
- "Moveable Play Equipment" Kidsafe Dec 2017 (accessed on-line April 2020)  
<https://www.kidsafensw.org/imagesDB/wysiwyg/MoveablePlayEquipment2017.pdf>
- "Playground Surfacing" Kidsafe Dec 2017 (accessed on-line April 2020)  
[https://www.kidsafensw.org/imagesDB/wysiwyg/PlaygroundSurfacing2017\\_2.pdf](https://www.kidsafensw.org/imagesDB/wysiwyg/PlaygroundSurfacing2017_2.pdf)
- "Portable Mats" Kidsafe Dec 2017 (accessed on-line April 2020)  
[https://www.kidsafensw.org/imagesDB/wysiwyg/PortableMats2017\\_1.pdf](https://www.kidsafensw.org/imagesDB/wysiwyg/PortableMats2017_1.pdf)
- "Outdoor surfaces pose burns risk – NQF e-bulletin" Department of Education Queensland dated 12 November 2019
- *Education and Care Services National Law Act 2010 (version February 2018)*
- *Education and Care Services National Regulations (version December 2019)*
- "Guide to the National Quality Framework" Australian Children's Education & Care Quality Authority January 2020

**DATE CREATED:** November 2011

**REVIEW DETAILS:**

<b>Review Date</b>	<b>Details of Changes</b>
January 2013	Inclusion of PLAY SAFE guidelines from Guild Insurance
January 2014	No changes made, sources updated where applicable
May 2015	No changes made, sources updated where applicable
April 2016	Updated to include change of 600mm for softfall requirements around playground equip as per Aust Standards.
August 2016	The following was inserted into the building and facilities section: <i>“Under section 173 of the National Law Act the Approved Provider must ensure that they notify the regulatory authority within 7days of any proposed change to the premises, such as refurbishment.”</i>
May 2017	<ul style="list-style-type: none"> <li>● Updated sources and increased information in Rationale.</li> <li>● Minor changes including daily checking of external fences and rationale updated information including diagram of fall zones.</li> <li>● In relation to notifying of a proposed change to the premises under section 173 (2)(c) the following has been added: <ul style="list-style-type: none"> <li>○ “It is preferred that this is done at the earliest opportunity and in advance of the changes.”</li> </ul> </li> <li>● Information in Rationale about “risky play”, included in Implementation are: <ul style="list-style-type: none"> <li>○ Educators should consider their knowledge of each child when planning activities and environments that allow a balance of “manageable risks” and supporting children’s development and decision making around taking on new challenges.</li> <li>○ Educators should demonstrate trust and respect for children’s abilities to make sensible decisions and to keep challenges within their current capacities.</li> </ul> </li> </ul>
January 2018	<ul style="list-style-type: none"> <li>● Inclusion of doing a risk assessment for shelving and furniture and new associated form</li> </ul>
April 2018	<ul style="list-style-type: none"> <li>● Updated all sources to current versions and added new quotes in Rationale to support Implementation.</li> </ul> <p>Added to Implementation:</p> <ul style="list-style-type: none"> <li>● Updated fall zones to 1500mm</li> <li>● Where mats are used as fall surfacing all care and close supervision must be taken to ensure that mats stay in position and provide the required 1500mm impact area surrounding the equipment at all times.</li> <li>● Approved Providers, Nominated Supervisors and all educators must: <ul style="list-style-type: none"> <li>○ ensure that all children are supervised effectively at all times</li> <li>○ ensure they are aware of and act on their responsibilities for ensuring children’s safety at all times</li> <li>○ proactively identify and manage risks and take precautions to protect children from harm and hazard</li> <li>○ identify and respond confidently to changes in the service environment throughout the day, adjusting practice where necessary to ensure that children are safe and effectively supervised at all times</li> <li>○ participate in the development and implementation of risk assessments</li> </ul> </li> <li>● Daily checking of outdoor equipment expanded to include “environments”</li> </ul>

	<ul style="list-style-type: none"> <li>● Educators should support children to make choices and to experience the consequences of these where there is no risk of harm to themselves or another person.</li> <li>● Educators should pre-empt potential conflicts or challenging behaviours by monitoring children’s play and supporting interactions.</li> <li>● Before children enter the playspaces that have been exposed to the sun during the day, use a thermometer to check the temperature of the playground surface, including artificial grass, mats, decks and climbing equipment. Alternatively, hold your hand just above the surface to determine if the playground surface is too hot. If the surface temperature feels too hot or is 50° or more, it is too hot for play. It may be cooled by, turning mats over, using a hose or damp cloth or placing a mat or other item over a surface.</li> <li>● The best way to avoid equipment heating up during the day is to move it to the shade when not in use.</li> </ul> <p>Note updated advise in Rationale about portable mats and the Australian Standards.</p>
March 2019	<ul style="list-style-type: none"> <li>● Updated sources</li> </ul>
April 2020	<ul style="list-style-type: none"> <li>● Updated sources</li> <li>● Additional information inserted into Rationale from November 2019 NQF e-bulletin around hot surfaces.</li> <li>● New section in Implementation around hot weather and outdoor environment, relevant sections relocated to this section.</li> </ul> <p>Added to Implementation:</p> <ul style="list-style-type: none"> <li>● When temperatures are warmer, children should wear shoes when outside to protect bare feet, educators should also be mindful that children may kneel, sit or lie down on surfaces so shoes are not the only solution to warm surfaces.</li> <li>● A record of outdoor temperatures should be maintained for warmer months, dependent on service location and season. Use the Outdoor Surface Temperature Record Form.</li> </ul> <p>NEW FORM - Outdoor Surface Temperature Record Form</p>