

**2017 QIP Planning and Direction—
QA2: Children's Health and Safety**



Strengths

Families say....

- My child speaks of relaxation all the time and really enjoys it
- Now in our household we as a family are always told to wash our hands.
- The children always have an educator close by if needed and they aren't just supervised but played with and guided to learn.
- Educators are constantly playing, interacting and chatting with the children even while they play amongst themselves.
- I am aware when there is headlice or an infection in the preschool.
- We know to follow the healthy food policy and bring a healthy snack.
- Health Checks are organised for my child and I am informed when my appointment is.
- I am informed when my child has an accident or is hurt.
- My child feels safe at preschool.
- The preschool is always clean and clutter free.
- The children also join in with keeping the preschool clean.

Children think....

- We have to wash our hands all the time.
- I got a cold pack when I bumped my head.
- I go to the toilet all the time and then wash my hands.
- I feel safe and clean
- I help wash the chairs and tables.

Strengths

Educators think....

- Educators support families and children with continence care plans.
- We hold an invacuation and evacuation each term which is then reviewed.
- The preschool liaises with outside services to provide additional support for children.
- We work in collaboration with the school to ensure children have a successful transition and start to school.
- We follow health care plans and the health needs of children are displayed conveniently for educators to access.
- Visiting educators are kept informed and are inducted to the preschool to ensure children's health needs are met.
- We hold annual health checks.
- Children are encouraged to participate in relaxation.
- We ensure hand washing is done during the session.
- Our health and safety policies are displayed for families. If we are notified of a child with a contagious illness/disease all families are notified.
- Toys and equipment regularly cleaned.
- We have a healthy food policy
- We are involved in SAKG program - children harvest, cook and eat healthy foods.
- We practise using garden and kitchen tools safely as part of the SAKG gardening program.
- Provide a safe play space for children with many opportunities to explore through play.
- Ensure correct child to adult ratios
- Ensure centre is kept clean, organised and safe.
- Follow a weather and sun safe policy to ensure safety of children.
- Document and notify families of any injuries or accidents.
- Trained in Mandatory Notification.
- Visit the Life Education Van.

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Strength Summary

Standard 2.1 Each child's health is promoted.

At time of enrolment Educators talk with families about any relevant health and medical needs their child has. A copy of any health plans are either collected or educators work with families to get sufficient support in regards to health care plans and appropriate resources ready if needed e.g. padded seat, wobble spots, foot stool. Upon enrolment Educators complete training in the area if required. For example- asthma, anaphylaxis or epilepsy. Children with specific health needs have appropriate plans in place e.g. asthma care plans or continence care plans. All Educators are made aware of individual children's needs during staff meetings and informal conversations. Educators and the school in partnership with families put in place individual plans to support the health of individual children. Families are approached when and asked if there are any changes to their children's health so information remains up to date. Families also have the opportunity to update any relevant changes to health by speaking with an Educator. This information is recorded in the Daily Debrief book.

Each child with a medical condition has their own medical card displaying their photo along with a description of their condition. These cards are displayed in four discreet separate areas. To support the quick identification of children's medical needs each medical card is colour coded. This allows us to identify the child immediately and provides a visual of all children's medical needs. These photo medical identification cards are located behind the office door for educators to visually see easily, inside the first aid cupboard door located in the kitchen and inside the laundry cupboard door above the change table out of sight to ensure privacy is maintained and within our TRT folder to ensure relief teaching staff are kept informed.

Medicines are stored in a safe place out of reach of children but accessible to educators in case of an emergency. A spare asthma kit is kept on site. When medication is administered to children, two educators are responsible to check the medication and the correct dosage is given. This is then recorded in our medication log to take home along with our medical administration form documenting the two educators who administered medication to also take home. A child receiving any first aid e.g. band aid, cold pack have a first aid/accident and injury form filled out. A copy of the form goes home to the family and is placed in a child's pigeon hole or in their school bag. Any head injury to a child is reported to a parent immediately via a phone call. IRMS will also be used for any serious injury where a child requires an ambulance or hospitalisation. The preschool has a stocked First Aid cupboard located in the kitchen. We also have a portable first aid backpack which is used when on an excursion.

Information is sent home keeping families up to date with information for health checks via preschool newsletters and parent/caregiver information board. In the term one newsletter a tear off slip for families who require health checks is included. Health checks are provided for 6 children each term. In cases that a family member cannot attend their child's health check a staff member attends the session on behalf of the parents. The centre also displays information about other locations and dates for health checks for families to book in independently when available

The preschool follows a Nappy Change Procedure and Toileting/Accident Procedure that has been written specifically for the site. The procedures are displayed for Educators to follow in a central location close to the changing table. Educators assist families with their children's continence where required by giving families a ready made continence care plan for a GP to complete. SSOs have set times that they assist children with their toileting needs, in particular after snack times. Children are encouraged and supported to toilet independently. The change table facility has paper towel, rubber gloves, hand wash and wipes in easy to reach locations to make nappy changing an easier task to complete (2.1.1).

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Standard 2.1 Each child's health is promoted.

Children who are a concern to educators in regards to health, additional and behavioural needs etc. are referred to the site's special education team for further referral and monitoring. This also assists the primary school transition process for children to be adequately supported when they attend the school in the following year. If children are referred and verified during the time they are at preschool educators work with families, the school, outside agencies to support the individual needs of children (2.1.1).

Relaxation is conducted after outside play during each session. Children are supported with rest through various ways e.g. laying down, listening to music, listening to a story etc. Children who are tired and fall asleep are supported to rest and Educators will provide pillows and blankets where necessary. We have 2 pod chairs in the Soother Space that children can access during inside play if they want personal /quiet time. The pod chair has a front pull down cover that eliminates all distractions from their surroundings which assists children to self soothe. In 2015 padded head boards were installed in the group room against the rear wall to provide a safe space for children to sit without the risk of head bumps that had been a regular occurrence. Children are encouraged to use the Soothers Space for a quiet moment, to have some personal space or if they are feeling frustrated or upset. In this circumstance an educator will join the child or stay close by unless they want their own space to provide them strategies and opportunities to self soothe and return to play. Outside quiet areas include the veranda, tee pees, cubby house, tree house and under the playground when they need a quiet moment. Children have previously taken books and cushions outside into these areas for further comfort when needing quiet time. A quiet corner has been developed inside close to windows for visibility including books, pillows, couches, timers, blankets and PITW cards and feelings prompts (2.1.2).

Regular and effective hand washing is embedded into daily routine. Children role play effective hand washing early in term 1 and are supervised whilst they wash their hands before snack time daily. Educators also discuss with children when to wash their hands e.g. before eating, after toileting and sneezing, and after holding animals. Visuals are displayed in the bathroom for further support. Children are supported and encouraged to use paper towel or the hand dryer and to dispose rubbish in the bin. In 2015 a hand wash dispenser was installed to replace bars of soap children were using previously. A rubbish bin has also been placed under the soap dispenser to prevent a slip hazard. When a child sneezes or blows their nose they are given a verbal reminder to go and wash their hands. We have posters up to support children with effective nose blowing and germ spreading prevention (2.1.3).

Children are encouraged to use the toilet independently when they need to during the day. Some children are on a Continance Care Plan for reminders and some children are reminded from request of the family. Toileting accidents are treated in a relaxed and positive way and the children are treated with dignity. Children are supported to independently clean themselves or receive support where needed on a Continance Care Plan (2.1.3).

Educators ensure procedures are followed and cleaning is scheduled into the daily timetable to ensure furniture, areas and equipment are kept clean and well maintained. Cleaning of bathrooms is scheduled to be cleaned once per session as well as on an as needed basis and is signed off on a daily cleaning log book. Larger cleaning jobs e.g. oven, fridge, fish tank are scheduled onto a jobs list and additional jobs are added to the job delegation book, these jobs are completed on an as need basis but at least once a term and are signed off when completed. There are separate sponges for the kitchen and the inside play area and they are replaced regularly. Weekly washing is completed of e.g. doll's clothes, blankets, cushion covers, smocks etc. and are left to dry on the washing line. Often children are encouraged to join in with this activity and enjoy helping to keep the preschool clean (2.1.3).

Strength Summary

We have a professional cleaner that cleans the preschool everyday. Some of these cleaning duties include; bins, vacuuming, mopping, staff and student toilets, bench tops and windows. We have a hazardous chemical register to ensure appropriate cleaning materials are used and have a locked cupboard for appropriate storage of any chemicals. Our WHS officer often runs T&D on ways to keep ourselves and our site safe and hazard free. Our groundskeeper does regular checks on pests and where needed will do beetle bombs, spider eradication and mice traps (2.1.3).

Limiting the spread of infectious diseases and managing illness is done through a variety of ways. We permanently display our Illness, Sun, First Aid and Toileting Policies for families to constantly access, and refer to them when parent/caregivers have concerns about their child's health. On the parent/caregiver information board a list of common diseases and treatment is displayed. If a child in the centre has presented with a contagious illness/disease, or a family notifies the preschool of an incident a note is placed on the door or parent information white board to families "Please note there is an occurrence of an infectious disease at this site- e.g. chicken pox." Families are also individually informed by a note pigeon holed in each child's pocket. Families with limited English are also verbally informed by educators or bilingual support workers where possible. When a child presents with head lice an individual note goes home to advise parents/caregivers of how to treat head lice. Treatment is available to families at no cost when needed, and bottles of head lice treatment is kept in the adult toilet cupboard. Children who present with an illness/disease at preschool are supported to rest, comforted and supervised away from other children and a parent/caregiver is contacted to pick up their child. Toys and dress ups are regularly washed or wiped down and paint smocks, table cloths and easel covers are washed when used. All chairs and tables both inside and outside are cleaned regularly with a thorough clean completed at the end of each term, which children assist with (2.1.4).

Standard 2.2 Healthy eating and physical activity are embedded in the program for children.

Our centre has a healthy food policy and provides children many opportunities to engage in physical activity. Educators work with families to promote healthy eating. This information and the policy is presented to families when they enrol their child. A list of appropriate snack options is provided to families so they have a clear understanding of what is considered a healthy snack. The healthy food policy provides families with guidelines of why healthy eating is essential in the preschool. We display healthy eating posters around the preschool to promote our healthy eating beliefs and our policy. We speak to families in a supportive way or send home a note that has been created (located in the kitchen) if a child brings a 'sometimes' food item as their snack e.g. chips, chocolate donut etc. We redirect families back to our healthy eating policy and suggest alternate snack ideas. We acknowledge children's cultural diversity e.g. halal sausages for our sausage sizzle. Our procedures for food handling and storing food meets required standards. Educators are well informed of any children with food allergies from our medical cards and when spoken about in the child section of our staff meeting agenda. We are a nut free preschool and also in 2016 we are supporting a family who has a child that has an anaphylactic reaction to kiwi fruit. We have made our site kiwi fruit and nut free and information about this is displayed in the front foyer. A note has also gone home and in our newsletter (2.2.1).

Children have access to the drinking taps at all times. Children are permitted to bring water in drink bottles to preschool. Children are involved in healthy eating activities on a weekly basis where they have the opportunity to make and eat a variety of foods. Often the cooking experiences planned are from children's interest and requests or extending the theme for the term. We aim to support children by learning about and using new kitchen utensils to build their skills and interest. Our garden and kitchen program Stephanie Alexander Kitchen Garden (SAKG) welcomes the preschool for a term each year and involves the children in healthy cooking and garden harvest activities. An allergy list for each child goes to both the garden and kitchen specialists at the beginning of the term. During this time children learn to use garden and kitchen tools safely. The garden specialist Mr Will also visits our preschool regularly to help the children plant and harvest from our garden beds (2.2.1).

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Each year we ensure we focus on 'healthy bodies' as a theme during a term. In 2016 it was a parent request suggested in a newsletter return slip. We have a focus on the importance of exercise, personal hygiene, our bodies, protective curriculum, healthy food choices etc. We participated in great play based learning opportunities and activities evident in our Learning Journey Folder and our Facebook Page. Each year we visit the Life Education Van and participate in pre and post activities. We have fire, ambulance and police visits where possible (2.2.2).

Physical activity is accessed and promoted on a daily basis. The outdoor and indoor environment encourages opportunity to play and explore in a wide range of physical play activities. Even when the weather does not permit full outside play, children have the opportunity to play under the veranda and in the sandpit which is protected from the heat/rain. We believe it is important to allow children access to the outside area all year around. Children are encouraged to wear gumboots, thick jackets, beanies and rain jackets in the colder months. During the term educators meet to discuss how the environment can change to suit the needs of the children i.e. building a digging patch and providing learning activities to support children to develop new skills in this area. Each week the educators ensure activities are placed out that challenge both the gross and fine motor skills of children. Where possible Educators will act upon children's requests for play equipment spontaneously or use children's suggestions for future programming. The extension of the outdoor environment means the preschool now has access to a large grassed area. Children are supported in learning skills of particular sports and games at this area. We have extended the outside environment in 2016 to include a nature play area. This is a new area for children to explore the trees, shrubs, bark chips, gravel and digging areas as well as the dirt slopes. We have recently added logs, wooden stumps, tee pees and a mud kitchen and been communicating with a local Men's Shed who has kindly made us this new equipment.

To familiarise preschool children with the physical activity events and routines of school, the preschool holds an annual 'Sports Week' during outside play where children participate in events such as long jump, high jump and hopping sack races. We also hold special days encouraging physical activity such as mud day, Olympics day, school garden visits with the use of the fire pit and most recently we have had several excursions to our local Olive Grove Wetlands. This has been a positive experience for the children and we have received positive feedback from families and children. Throughout the year the children explore the school environment including the school playground, gym, school oval, school garden and the library (2.2.2).

An SSO runs a small coordination program with a group of children each week. A similar program runs in the school which has had positive results and children showing improvements with fine and gross motor control. All preschool children completed a coordination checklist with an SSO and from this checklist a group of children were selected who could benefit from an improved development in age appropriate coordination and balance skills (2.2.2).

We invite our school's physical education teacher to the preschool when he has free time to teach the children new sports and let them experience new equipment from the school's sports shed. Recently in 2016 he took us down to the school oval to teach us long jump before our Olympics Day (2.2.2).

Standard 2.3 Each child is protected.

The centre is adequately supervised by educators at all times. Elizabeth Park Preschool has a ratio of 1 adult to 10 children as of 2016. The preschool employs two teachers and one SSO per session and has a capacity of 30 children. Each year Educators apply for extra support for children with additional needs which ensures that ratios are maintained and allows for staffing flexibility. Generally we have at least four educators with children at any one time.

Educators ensure that they are adequately positioned within areas during inside and outside play times to be able to adequately supervise children at all times and the areas are suitably fenced with childproof fencing and self-closing gates to ensure safety. Our inside area is open and educators can adequately supervise all areas. Between our inside and outside areas are floor to ceiling glass panels; this too supports adequate supervision. At all times there are at least two staff members in both the outside and inside areas. Outside staff position themselves in appropriate areas to maintain supervision (2.3.1).

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A Toilet Cleaning and Outdoor Check Record book was developed in 2015 to ensure the outside play area is inspected daily and that the children's toilets are cleaned/inspected once per AM and PM session. The checklist is located centrally near the laundry entrance so that educators can easily access it. During morning set up educators thoroughly inspect the outside area to ensure it is safe and clean for the children to use during the day. This is then signed off on a daily log book (2.3.2).

In line with the school's policy children wear a hat at all times during outside play to protect children from the sun. We offer spare hats to children which are washed after use. Sunscreen is provided to children during Terms 1 and 4 and is mandatory for all children to apply prior to outside play. In our enrolment pack we discuss appropriate sun safe clothing with our families and examples of appropriate clothes and footwear to send their children in. We also encourage and ask that families send their children with spare clothes and shoes in case of an accident or if they get very dirty and wet outside (2.3.2).

School risk management assessments are carried out by a WHS committee member or suitable staff member once per year. Any issues/hazards identified are then passed on to the grounds keeper or finance officer to ensure they are fixed. In addition to this preschool educators are continually surveying the environment to ensure safety is maintained. Any issues are actioned straight away to eliminate danger. We have a reverse cycle heating/cooling system allowing the inside areas to remain at a comfortable level and our outside area offers shady trees and a veranda space (2.3.2).

Children are taught explicitly through the child protection curriculum and role plays are conducted with children of appropriate touching of other students and respecting personal space. We program for protective curriculum all year and one teacher in 2016 has taken on the management of this to ensure all area of the curriculum are planned for and that we include learning through play based learning and explicit small and large groups. The preschool has policies, practices and procedures in place to promote healthy eating, sun safety and first aid. All relevant policies are displayed in the front entrance of the centre and all families have access to them (2.3.2).

The centre uses DECD policies and procedures when dealing with an incident or emergency. Families are notified in writing of any accidents or injuries- if a serious accident/head bump occurs families are notified immediately. Any serious injuries the school leadership team are contacted for support and assistance. Any serious injury to staff or children an ED155 is completed and provided to the site's WHS supervisor. The preschool does at least one invacuation and evacuation each term in line with the school where appropriate. Children get to practise what is expected in an emergency and have had the opportunity to stand and learn to listen to their name being called to the roll list. Educators are clear about their roles and responsibilities for the procedure and are calm in the situation. Evac and invac procedures are part of the induction to new staff checklist and explained to TRTs. An overview of how the invac/evac went is recorded and passed onto the school's WHS coordinator. One preschool member is on the preschool WHS committee and works with the committee to put in place strategies on how to improve the emergency process for next time. The preschool member reports this information back to the staff in the preschool (2.3.3).

All educators (Teachers and SSO's) are required to be trained in reporting and managing abuse related incidents. Reports are made when necessary via eCARL or CARL and a copy of the report is then provided to the Assistant Principal of Wellbeing. The report is kept in a locked filing cabinet. Any inappropriate behaviour or comments made by a child that an Educator deems to be of concern is discussed privately between preschool staff and a decision is made as to whether it should be recorded. These notes are kept in the preschool office filing cabinet in a file marked 'CARL'. An emergency response flow chart with relevant agencies contact details has been created and is on display on the first aid cupboard for all staff to access (2.3.4).

In a situation of danger, family disputes/violence, custody breaches, hospital/ambulance medical concerns etc. we have the support of the school leadership team who respond almost immediately as one lead member always carries a 'behaviour phone' that preschool educators can contact immediately (2.3.4).

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Identified Issue	Goal	Outcome; Steps to achieve goal	Success Measure	By When
<p style="color: purple;">Currently we do not have a permanent quiet area outside to cater for a variety of children's needs.</p>	<p>Create a quiet and comfortable area outside that allows children time to be alone. (2.1.2)</p>	<ul style="list-style-type: none"> Discuss suitable spaces in preschool outdoor area during staff meeting Set up quiet area Include into planning a rotation of possible activities suitable for the quiet space e.g. books, pillows. 	<p>The preschool will have a permanent outdoor space specifically designed to be a place for children to go to when they require quiet time.</p>	<p>End of 2017</p>
Progress Notes:				
<p>Date: 28/03/2017 The tree house has become a designated quiet spot with the addition of some outdoor mats and chairs. Goal achieved.</p>	<p>Date:</p>	<p>Date:</p>	<p>Date:</p>	
Identified Issue	Goal	Outcome; Steps to achieve goal	Success Measure	By When
<p style="color: purple;">Currently relaxation time is a time for children to lay down and listen to music. Change relaxation time to include reading books, drawing pictures, solving puzzles as well as listening to music.</p>	<p>Relaxation time is spent doing a variety of quiet child initiated activities (2.1.2)</p>	<ul style="list-style-type: none"> Decide upon quiet activities suitable for relaxation time as a team. Introduce activities one by one to children and measure success. When new activity is successful introduce another to relaxation time. Children independently choose relaxation activity upon entering group room. 	<p>Children will independently decide what activity they would like to do prior to entering group room for relaxation.</p>	<p>End of 2017</p>
Progress Notes:				
<p>Date: 02/05/2017 Educators have continued to use relaxation as time for laying down as it has been successful this year. Will reassess later on in term 2.</p>	<p>Date: 01/08/2017 As of term 3 relaxation has remained as a lay down time. Children who are disengaged or need a different activity are allowed to complete a puzzle or given a white board and marker. Children who receive additional support are offered differing activities eg. Time in the quiet corner or iPad reward. Goal achieved.</p>	<p>Date:</p>	<p>Date:</p>	

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Identified Issue	Goal	Outcome; Steps to achieve goal	Success Measure	By When
As a temporary measure signs were placed on to external gates to ensure the gates were kept closed. These have become worn and a more permanent sign needs to be erected.	Have permanent 'closed' signs added to preschool gates (2.3.2).	<ul style="list-style-type: none"> Research other centre's signs and where they have sourced them from. Order weather proof signs Put a weather proof sign on external gates stating 'Please keep the gate closed.' 	All external gates have permanent weather proof signs attached advising that they are to be kept closed.	End of 2017
Progress Notes:				
Date: 02/05/2017 Email sent to Val to see who makes and installs such signs.	Date: 03/05/2017 Val has advised that signs can be purchased from Bunnings or Seton company online.	Date: 16/05/2017 Have researched signs online through Seton company however they don't have any suitable. Will speak with Ian to see if he can have a look on his next trip to Bunnings.	Date: 01/08/2017 Ian has installed outside friendly signs on all external gates that state: 'please close the gate'. Goal achieved.	
Identified Issue	Goal	Outcome; Steps to achieve goal	Success Measure	By When
Update 'Dealing with infectious diseases / illnesses policy' to include more information about a variety of diseases and infections and how to deal with them.	Update policy, provide new copies to families and add to family information wall (2.1.4).	<ul style="list-style-type: none"> Research infectious illnesses exclusion guidelines through SA Health. Cross reference current preschool guidelines with SA Health. Add/remove illness protocols. Ratify by Governing Council at next meeting 	New infectious illnesses policy is approved by Governing Council, families have been provided copies and policy has been implemented in preschool.	End of 2017
Progress Notes:				
Date: 25/02/2017 Exclusion schedule from SA Health has been cross referenced with current illness protocols and updated.	Date: 27/02/2017 Infectious diseases/ illnesses policy has been given to line manager Jamey to present to Governing Council.	Date: 16/05/2017 Email sent to Jamey to find out the status of the Infectious diseases/illness policy. We are yet to receive any feedback.	Date: 01/08/2017 Governing Council have approved changes to the Infectious diseases/illness policy. Copies have been updated and given to all families and copies placed into foyer files. Goal achieved.	

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Identified Issue	Goal	Outcome; Steps to achieve goal	Success Measure	By When
<p style="color: purple;">As part of our 2016 QIP assessment it was identified that a Hydraulic change table is needed to better accommodate children's and staff needs.</p>	<p>For a hydraulic change table to be installed in the laundry/ bathroom. (2.1.1)</p>	<ul style="list-style-type: none"> Investigate what needs to be initiated with DECD in order for change table to be ordered/ installed. Arrange location for change table / clear space of other equipment. 	<p>A hydraulic lift change table has been installed in the preschool toilet/laundry.</p>	<p>End of 2017</p>
Progress Notes:				
<p>Date: 07/02/2017 Assessor attended site and inspected laundry/toilet area.</p>	<p>Date: 02/05/2017 Email sent to Karen Schutz to find out progress status of change table installation.</p>	<p>Date: 03/05/2017 Karen has advised that David James is over seeing the works and managing the NQS project. Contact David James on 8226 1578.</p>	<p>Date: 01/08/2017 Spotless visited yesterday with Patrick and revisited a recent list created in relation to non compliant issues. Spotless advised that the change table application needs to go through a panel and approved which will unlikely happen in 2017. Goal to be carried over into 2018.</p>	