

Interactions with Children Nominated Supervisor OSHC

NQS 5.1.1 Positive educator to child interactions

NQS 5.1.2 Dignity and rights of the child

NQS 6.1.1 Engagement with the service

Name of the person conducting the checklist: _____ Date: _____

Building trust

Are you open and welcoming when families visit the service?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you use children's names?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you use family members' names?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you maintain eye contact?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you use open body language eg arms open not crossed?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

Educators

Do educators speak to children with love and affection?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators tell children they are there to keep them safe and help them?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators tell children when they're coming back if they take a break?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators tell children they're doing a good job?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators notice when children need help eg are educators attuned to their cues for help?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators use Circle of Security techniques eg educators are the bigger, wiser, stronger and kind person	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are educators attentive to each child during the session?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators help settle and soothe distressed children?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators involve the family in planning to support the child during the settling-in period?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators offer children choices where appropriate?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators offer children the opportunities to be leaders?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators encourage children to form friendships with other children?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

Building curriculum

Do educators take time to interact with children ie without rushing?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators take time to answer children's questions with more than a yes or no answer?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators plan activities which reflect the culture and ethnicity of all children at the service?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators teach children how to use resources (and in different ways)?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators' actions show children they're interested in their ideas, views and play eg educators talk enthusiastically to a child for more than three minutes?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators respond to children's suggestions in a way that encourages their further input?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are educators patient with children eg give them time to work things out themselves?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators help children transition between activities and environments (eg from high to low intensity activities and to and from school)?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators role model positive behaviours, language and respectful interactions?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators teach children about different emotions and feelings?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators encourage children to engage in activities with their peers?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

Actions required

--