

Belonging at the Service - Nominated Supervisor

NQS 5.1.1 Positive educator to child interactions

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

Environment

Are mothers who are breastfeeding supported and catered for within the service?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Does each baby have a familiar sleeping space and meal area?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you organise rosters so babies have a familiar adult as a primary carer, and can anticipate who will welcome and care for them?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

Educator Practices

Do educators use key words and routines that infants are familiar with at home?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators talk to infants about family members and events regularly during the day?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators encourage families to provide a special toy or comfort item from home?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators encourage toddlers to show parents things they have done, made or found?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators encourage children to participate at their own level?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators place challenging playthings easily within reach so that babies can both try out new things and explore the possibilities of the familiar?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators encourage children to attempt new play activities?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators display the curriculum for families and children?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators encourage children to acknowledge other children's efforts?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators include children's ideas and suggestions in the program?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators encourage small groups of children to work together?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators respond to cultural barriers children might be experiencing?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators encourage children to initiate, create and explore?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators ensure babies' can access their favourite cuddly things?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators make sure the routine is flexible enough for babies' needs and preferences for a particular person or way of doing something?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators affirm toddlers' growing recognition of their possessions and those of others eg shoes, clothing, or toys?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators provide opportunities for conversations with toddlers that affirm their identity, self-knowledge and belongings?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators ensure the curriculum allows toddlers to take part in group activities eg at the water trough or craft table?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators recognise and respect toddlers' passionate attachment to particular people, things and places in the room?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

In addition for young children

Do educators ask children for their ideas and let them make some significant decisions about the room, resources, toys and games?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are children able to express spontaneous affection to one or more of the people with whom they spend a lot of time?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators encourage children to help arrange things and put them away in the right place?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators encourage children to help fix things, clean, garden and care eg for the environment and the people in it?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

All children

Environment

Does each child have a place for their personal possessions and projects ie a locker and a communication pocket?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
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Educator Practices	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators encourage children to express themselves?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators encourage children to develop self reliance and positive self esteem?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators respect the values and diversity of families and children?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators provide opportunities for children to interact and develop positive relationships with other children, educators and volunteers?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Does the environment reflect each child's family by displaying artefacts like family photographs and articles of family significance?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you regularly welcome families by name and encourage them to become involved in service life?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators display children's learning, and encourage children to discuss what they have done with their families?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

Actions required