

# Continuity of Care - Nominated Supervisor

NQS 4.1.1 Organisation of educators

NQS 4.1.2 Continuity of staff

NQS 6.1.1 Engagement with the service

NQS 6.2.1 Transitions

Name of the person conducting the checklist: \_\_\_\_\_ Date: \_\_\_\_\_

## Staffing

Does the roster allow most families to be greeted and farewelled by one or two familiar educators?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are families informed as soon as possible about long term and short term staff changes eg long service leave and sick leave?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you source relief staff from a pool of familiar casuals?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you use particular strategies to ensure there's a regular pool of relief staff?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do staffing practices help children develop close relationships with one or two familiar educators?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you implement a home visit program, especially for new children?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you consider continuity of care when making staff changes?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you reduce the potential for staff turnover by	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Using robust recruitment practices which include service core values, position descriptions, and referee checks	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Providing a detailed orientation for new staff based on written procedures?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Implementing regular performance appraisals where staff are encouraged to appraise their performance and offer suggestions for training and improvement?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Actively manage underperformance and give staff opportunities to improve?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Providing staff with regular opportunities for training and development?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Providing training and development opportunities sought by staff?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Making sure there are clear reporting lines between Supervisors and staff eg Room Leader and educators?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Valuing and using the strengths of your staff?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Rostering where possible to meet educator preferences?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Implementing mentoring arrangements where appropriate?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Providing regular non-contact time for training and development?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Acknowledging staff achievements/hard work through formal recognition/reward program?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
making yourself available/approachable if staff wish to discuss issues and concerns?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Obtaining and actioning staff feedback about why they are leaving the service?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

## Orientation practices

Do your orientation practices encourage families to spend time with their child at the service before they begin and during the settling in period?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators talk to families about children's routines, fears, strengths, special words, toileting and sleeping practices during orientation?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are these practices written down and placed in the child's file?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Does your enrolment form ask families about children's routines, fears, strengths, special words, toileting and sleeping practices?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is the information in the enrolment form accessed by educators?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators discuss the room, routines and educational program with families during their orientation?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

Are families advised children can bring a favourite thing to help them settle eg cuddly toy for babies?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
<b>Educator practices</b>			
Do educators ask families to participate in decisions affecting their child eg transition to a new room?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators respect each family's child rearing practices and adhere to them where there's no conflict with service policies etc?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is the routine flexible enough to meet the different needs of young children?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators use 'Circle of Security' techniques to build trusting relationships with securely attached children (especially with babies and toddlers)?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators communicate with families and share information to build partnerships with families (which benefits their child's learning and development)?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
<b>Transition to new room</b>			
Do educators talk with families about move to new room before it happens?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators share information about the child with new educators if relevant?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators take child and parents on several visits to new room before move happens?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
<b>Transition to school practices</b>			
Do educators talk to families about how ready their children are to start school?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you provide information about local schools and their expectations, enrolment and orientation process?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you develop professional relationships with executive staff at local schools?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you work collaboratively with schools to make the transition run as smoothly as possible?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators talk to children about similarities and differences between school and preschool	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators focus on school readiness activities (especially in the second half of the year) for children starting school?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators tell families how they can help get their child ready for school?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators give families a school readiness report in October which includes children's strengths, needs and interests?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do children have the chance to visit their new schools before they start?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

## Actions required