

# Interactions with Children - Nominated Supervisor

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 give children hugs during the day?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
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 day?	<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 throughout the day?	<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) using routines, imaginative storytelling, signing and visualisation?	<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