



Video
Training
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Remember: Our material can be printed or used as a digital PDF copy and kept on your computer.



Management

Your team crave feedback on their weekly Centre Support professional development.

Getting appropriate feedback and seeing actions which come from their comments and reflections inspires them to keep on completing the professional development. It's important therefore that you read the Educators' section and make sure you and/or the Educational Leader:

- action the checklist results eg if educators ask for help by answering 'T' they get the help they need
- follow up their critical reflection ie help implement outcomes
- use their QIP contributions and display them.



Complete
QIP

Note QIP contributions can come from educators':

- Monday checklist - If educators discovered practices, processes, checklist or areas they need to improve, help them improve eg with training, changing a checklist, a procedure or a physical area and decide whether to include in QIP Improvement section
- Tuesday sentences that explain how they're meeting example indicators. Decide whether to include as a QIP strength
- Wednesday reflection leading to changed practices. Decide whether to include in QIP Improvement section
- Friday QIP strength writing which includes how they're exceeding the element. Decide whether to include as a QIP meeting or exceeding strength.



40 Week
QIP
Template
Click here
to download

Each week in the Nominated Supervisor section we will include:

- an area where you can set and monitor weekly goals
- a checklist based on the meeting indicators for the Element
- a review of the Regulations that apply to the Element (or other relevant information if no Regs apply)
- information about employment practices from the Federal Government's Fair Work website



2020 Weekly
learning
activities
Click here
to download

Please note the 'Partnerships with Families' document that comes with the email should be displayed somewhere families can easily see it eg near attendance book and on your social media site i.e. Facebook. It provides families with the opportunity to contribute to policy reviews as required under Element 6.1.2.



Weekly
Goals

1. Set a goal for the week.
Goal doesn't always need to link to NQS Element. A goal can be used to solve a challenge or be positive improvement i.e. learning area setup
[Click here for goal template.](#)
2. Identify barriers
3. Track the goal daily
4. Celebrate achieved goal.

Week 25, 10 to 14 August 2020– 3.1.1 Fit for Purpose

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Detailed analysis of Centre Support - Part 2, comment and give feedback to your educators from the 3 sections

<p>Use the bottom section from page 1</p> 	
<p>Then use the meeting sentences from page 4</p> 	
<p>Then use the QIP entry from page 8</p> 	

Last step – if no adjustments are required, copy directly into your QIP’s strength section and display QIP so all educators can see how their valuable input creates your QIP.

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Checklist

Why are you doing the checklist?

The practices identified in the checklist are what the assessor needs to see you do so they can check you're 'meeting the NQS'. The checklist will assess your practices against the NQS Element. If you embed all the things in the checklist, then you are meeting the Element 3.1.1. If there's something on the checklist that you're not doing, then you need to either adjust your practice to do it, or you may need help and training to do what's on the checklist.

NQS 3.1.1 Fit for Purpose

Please conduct this checklist and address issues that are identified

Facilities

Is there age appropriate furniture and equipment eg sized for children?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there adult sized furniture for employees eg adult sized chairs?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there adequate space for children to play alone?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there adequate space for children to play in small or large groups?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are educators able to easily supervise children in all areas?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there are playground supervision plan for any hard to see areas?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Does shade in outdoor play areas protect children from the sun?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Does the fence stop children getting outside the premises?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Can children and adults move easily between indoor and outdoor areas?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is natural lighting supplemented by artificial lighting when required?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there adequate ventilation and fresh air?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you ensure employees use artificial lighting and heating/cooling in the most sustainable way eg heating/cooling temperatures not set too high or low?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are food preparation and storage areas adequate and hygienically maintained?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are sleep/rest/relaxation areas quiet, comfortable and well ventilated?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are there administrative areas where employees and families can hold private conversations and consultations?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are there adequate toilet and hand washing facilities? (Bathroom handwashing sinks should not be used for food preparation.)			
Is there adequate equipment to support the inclusion of children with additional needs?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you notify the Regulatory Authority about any proposed changes to the premises?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is soft fall material used to prevent injury from play equipment?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you document evaluations of and changes in the location of furniture and equipment?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
If you share facilities with a school, do you complete a written risk assessment covering things like shared access and use?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

Week 25, 10 to 14 August 2020– 3.1.1 Fit for Purpose

Actions required to embed practice

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Regulation 106 Laundry and Hygiene facilities

(1) The approved provider of an education and care service must ensure that the service has—

- (a) laundry facilities or access to laundry facilities; or
- (b) other arrangements for dealing with soiled clothing, nappies and linen, including hygienic facilities for storage prior to their disposal or laundering that are adequate and appropriate for the needs of the service.

(2) The approved provider of the service must ensure that laundry and hygienic facilities are located and maintained in a way that does not pose a risk to children.

Note. A compliance direction may be issued for failure to comply with subregulation (1) or (2)

Regulation 107 Space requirements indoor

(2) The approved provider of an education and care service must ensure that, for each child being educated and cared for by the service, the education and care service premises has at least 3.25 square metres of unencumbered indoor space.

Penalty: \$2000.

(3) In calculating the area of unencumbered indoor space—

- (a) the following areas are to be excluded—
 - (i) any passageway or thoroughfare (including door swings);
 - (ii) any toilet and hygiene facilities;
 - (iii) any nappy changing area or area for preparing bottles;
 - (iv) any area permanently set aside for the use or storage of cots;
 - (v) any area permanently set aside for storage;
 - (vi) any area or room for staff or administration;
 - (vii) any other space that is not suitable for children;
- (b) the area of a kitchen is to be excluded, unless the kitchen is primarily to be used by children as part of an educational program provided by the service.

(4) The area of a verandah may be included in calculating the area of indoor space only with the written approval of the Regulatory Authority.

(5) A verandah that is included in calculating the area of outdoor space cannot be included in calculating the area of indoor space.

(6) In this regulation a reference to a child does not include—

- (a) a child being educated or cared for in an emergency in the circumstances set out in regulation 123(5); or
- (b) an additional child being educated or cared for in exceptional circumstances as set out in regulation 124(5) and (6).

Note A compliance direction may be issued for failure to comply with subregulation (2).

Regulation 108 Space requirements outdoor

The approved provider of an education and care service must ensure that, for each child being educated and cared for by

the service, the education and care service premises has at least 7 square metres of unencumbered outdoor space.

Penalty: \$2000.

(3) In calculating the area of unencumbered outdoor space required, the following areas are to be excluded—

- (a) any pathway or thoroughfare, except where used by children as part of the education and care program;
- (b) any car parking area;
- (c) any storage shed or other storage area;
- (d) any other space that is not suitable for children.

(4) A verandah that is included in calculating the area of indoor space cannot be included in calculating the area of outdoor space.

(5) An area of unencumbered indoor space may be included in calculating the outdoor space of a service that provides education and care to children over preschool age if—

- (a) the Regulatory Authority has given written approval; and
- (b) that indoor space has not been included in calculating the indoor space under regulation 107.

(6) In this regulation a reference to a child does not include—

- (a) a child being educated or cared for in an emergency in the circumstances set out in regulation 123(5); or
- (b) an additional child being educated or cared for in exceptional circumstances as set out in regulation 124(5) and (6).

Note A compliance direction may be issued for failure to comply with subregulation (2).

Regulation 109 Toilet and hygiene facilities

The approved provider of an education and care service must ensure that—

- (a) adequate, developmentally and age-appropriate toilet, washing and drying facilities are provided for use by children being educated and cared for by the service; and
- (b) the location and design of the toilet, washing and drying facilities enable safe use and convenient access by the children.

Regulation 110 Ventilation and natural light

The approved provider of an education and care service must ensure that the indoor spaces used by children at the education and care service premises—

- (a) are well ventilated; and
- (b) have adequate natural light; and
- (c) are maintained at a temperature that ensures the safety and wellbeing of children.

Penalty: \$2000.

Note. A compliance direction may be issued for failure to comply with this regulation.

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Regulation 111 Administrative space

The approved provider of a centre-based service must ensure that an adequate area or areas are available at the education and care service premises for the purposes of—

- (a) conducting the administrative functions of the service;
- and
- (b) consulting with parents of children; and
- (c) conducting private conversations.

Note. A compliance direction may be issued for failure to comply with this regulation.

Regulation 114 Outdoor space – shade

The Approved Provider of a centre-based service must ensure that outdoor spaces provided at the education and care service premises include adequate shaded areas to protect children from overexposure to ultraviolet radiation from the sun.

Penalty: \$1000.

Note A compliance direction may be issued for failure to comply with this regulation.

Regulation 115 Premises designed to facilitate supervision

The approved provider of a centre-based service must ensure that the education and care service premises (including toilets and nappy change facilities) are designed and maintained in a way that facilitates supervision of children at all times that they are being educated and cared for by the service, having regard to the need to maintain the rights and dignity of the children.

Note. A compliance direction may be issued for failure to comply with this regulation.

Who has to do what?

The Approved Provider must ensure:

- soiled clothing and linen is stored hygienically and safely, and cleaned effectively
- there's 3.25 square metres of indoor space and 7 square metres of outdoor space for each child, not including any children you're looking after in an emergency (excludes those areas outlined in the Reg)
- there's enough toilets, sinks and dryers/towels etc that children can easily use (eg are child size) and safely access from inside and outside service
- indoor spaces are well ventilated (eg open windows and doors, or air con and fans), have adequate natural light (eg windows, doors, skylights) and are kept at temperatures that are comfortable and safe
- there's areas available for administrative tasks and private conversations
- adequate shading covers active and passive play areas. Shade may be provided by large trees, heavy shade cloths and solid roofs
- children are always well supervised. (Educators should not be viewing children who go to school using the toilet.) Windows can be used to help supervise children who are sleeping/resting/relaxing.

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Note some older services have different for Regs 107 and 108. The Approved Provider can be fined \$1,000 or \$2,000 for breaches of some of the regs, and potentially prosecuted in a court of law.

4.2.2 Professional standards

Professional standards guide practice, interactions and relationships.

This week we're including a COVID Safe Plan template rather than information from Fair Work. Services who remain open in metropolitan Melbourne are required to have this Plan under Stage 4 lockdown restrictions. We have adapted the Plan template for other States and Territories. You need to review the template to ensure it meets your particular circumstances and those of your State or Territory.

Please note we issued a Stage 4 version of this template for Melbourne services on 6_8_20

For Victorian Services Only

The following is a summary of [recent support announced by the Federal Government](#):

Stage 4 Metropolitan Melbourne

- An extra 30 days allowable absences and waiving of gap fees (total allowable days 72)
- A higher Transition Payment of 30 % of pre-COVID revenue (5% top up of previous 25%)
- Additional top-up payment for eligible services receiving low CCS payments (less than 50%) and having reduced attendance to below 30% to receive extra payments of between 10% and 25%

Stage 3 Regional Victoria

- An extra 30 days allowable absences (total allowable days 72)
- OSHC services to receive [Additional Viability Support Payment](#) 15% of their revenue from 6/8/20, in addition to 25% Transition Payment and CCS.

[Permitted Worker Scheme](#)

Stage 4 Metropolitan Melbourne

Services must be **closed** unless providing care to children of permitted workers:

From 6 August employers must issue a worker permit to employees working at the premises. Penalties of up to \$19,826 (for individuals) and \$99,132 (for businesses) apply to employers who issue worker permits to employees who do not meet the requirements of the

worker permit scheme or who otherwise breach the scheme requirements.

Fines of up to \$1,652 (for individuals) and up to \$9,913 (for businesses) also apply to anyone who breaches the scheme requirements. This includes employers, and employees who do not carry their worker permit when travelling to and from work.

Permitted Workers Permit forms can be downloaded [here](#)

[Childcare Permit](#)

From 6 August only the children of permitted workers and vulnerable kids can access childcare and kinder. This includes permitted workers working from home. See [permitted industries](#). You should use these permits to enable access to care.

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