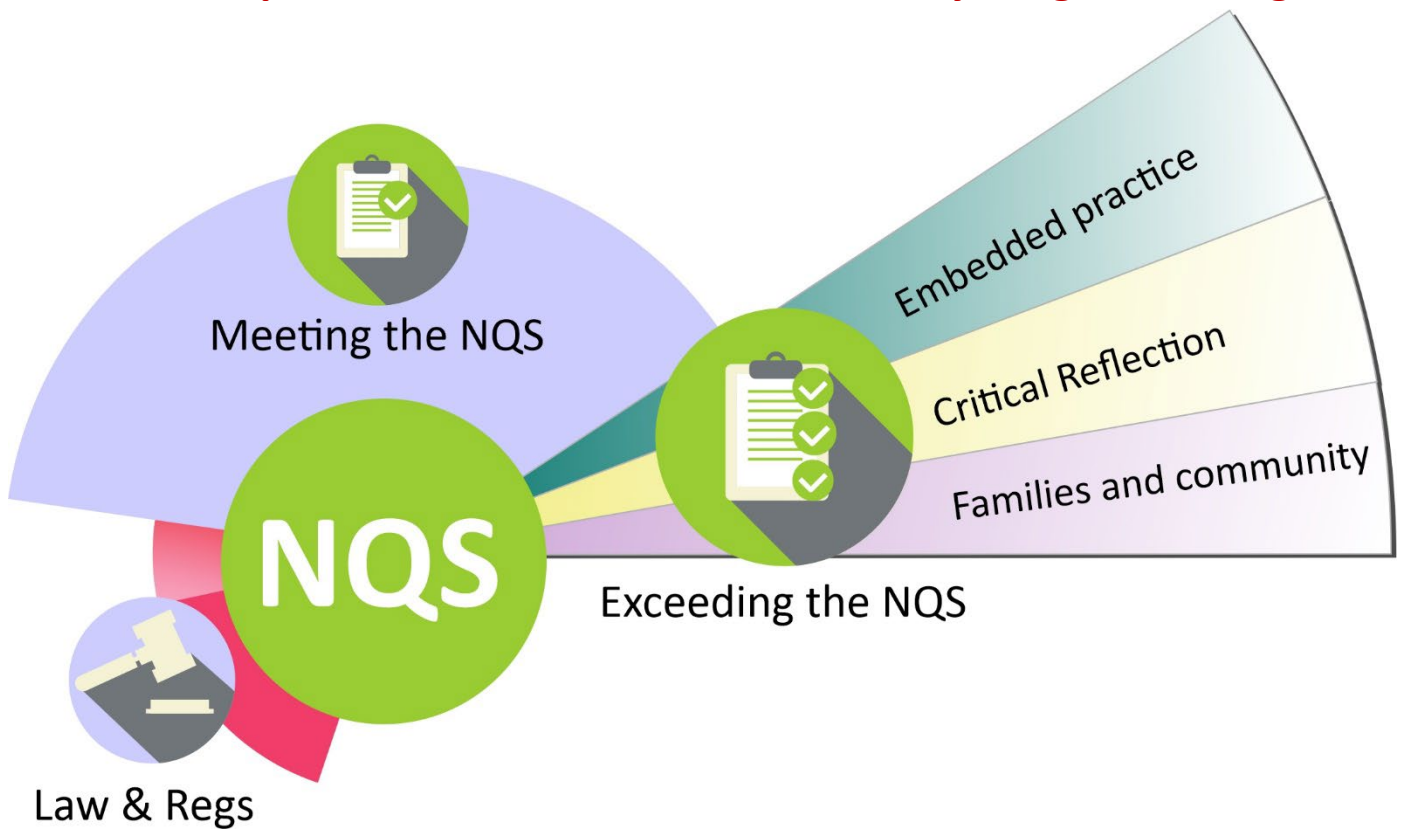


Section 2. Experienced educators – ensure everything is meeting.



First step: We must ensure the Law and Regulations are always met. **Second step:** then we look at the NQS and work through the process of meeting the element. **Third step:** then we can look at and complete the exceeding themes. The logo above shows the effort required to do these three components. It should be easy and take little time to meet the Law and Regulations once you know what is required. Meeting then can become everyday practice, while exceeding takes a lot more time, thinking, connecting to families and community and practice change.



Law Section 51(1)(a) Conditions on service approval (safety, health and wellbeing of children)

Law & Regs

A service approval is granted subject to the condition that the education and care service is operated in a way that— (a) ensures the safety, health and wellbeing of the children being educated and cared for by the service

Regulation 81 Sleep and rest - The approved provider and nominated supervisor ... must take reasonable steps to ensure that the needs for sleep and rest of children ... are met, having regard to the ages, development stages and individual needs of the children. **Penalty: \$1000.** Note. A compliance direction may be issued (to Approved Provider) for failure to comply with subregulation (1)

Regulation 168(2)(a)(v) Education and care service must have policies and procedures in relation to

Week 17, 5 to 9 June 2023 – 2.1.1 Wellbeing and comfort

Copyright Centre Support Pty Ltd 2023 The service who has purchased this product is the only service that can use this document. No part of this document can be copied, distributed, passed on or given to a friend outside the service who has not purchased the Centre Support Product. If this occurs Centre Support will take legal action against you personally and the person who has received it.

sleep and rest for children. Note. A compliance direction may be issued (to Approved Provider) for failure to comply

Evidence to show compliance – We have established clear policies and procedures for rest, considering children's ages and individual needs. We train and educate staff on these policies and their responsibilities. We implement age-appropriate routines and provide individualised care based on each child's requirements, especially in the beginning of the year with our new to school children. We supervise and monitor rest activities, ensuring a safe environment. Continuously review and improve policies based on feedback from staff, parents, and guardians to ensure ongoing compliance.



Meeting the NQS

Looking at the element in detail - Element 2.1.1 and understood wellbeing and comfort:

- includes children’s physical, mental and spiritual needs
- involves active and restful experiences that support each child’s health, nutrition, rest and relaxation.

Assess your practice first.

Read the below description and evaluate it in relation to your practices.

Meeting – Creating a Sense of Comfort and Belonging: We achieve this is by establishing a cosy and inviting space with soft pillows, comfortable seating areas, and warm lighting. I also decorate the room with colourful and engaging materials that reflect the children's interests and cultures, such as posters, artwork, and books.

Discussing the Importance of Rest with Families: I talked to families about why it's important for school-age children to get enough rest. We discussed how rest helps our bodies and minds grow stronger and stay healthy. I gave them resources like books and articles that explained more about the benefits of rest for children.

Responding to Children's Cues for Assistance: For example, during snack time, a child started tugging at their shirt and making frustrated sounds. Recognising their cues for assistance, I approach the child calmly and ask if they need help. They indicate that they are struggling to open their snack container. I acknowledge their frustration and provide reassurance, letting them know that I'm here to help. I demonstrate how to open the container and encourage them to try again with my guidance.

If you are doing similar practices to the example, use the below questions to help you write your ‘meeting’ description so you can add it to your QIP.

Week 17, 5 to 9 June 2023 – 2.1.1 Wellbeing and comfort

Copyright Centre Support Pty Ltd 2023 The service who has purchased this product is the only service that can use this document. No part of this document can be copied, distributed, passed on or given to a friend outside the service who has not purchased the Centre Support Product. If this occurs Centre Support will take legal action against you personally and the person who has received it.

| |
|---|
| <p>A MEETING QIP and Self-Assessment Tool (SAT)</p> <p><i>Please give an example showing children in your room/group feel a sense of comfort and belonging at the service.</i></p> |
| |
| <p><i>Please give an example where you discussed rest practices with families OR give an example showing how you involve children in making rules and routines to ensure their comfort and wellbeing.</i></p> |
| |
| <p><i>Please give an example showing you consistently respond to children’s cues or communication for assistance with personal needs, rest and comfort.</i></p> |
| |

If you and your educators need to learn how to do the above to achieve meeting, proceed to the next page.