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| Children's Education and Care Assurance Alert | | |
| Active supervision in education and care services14 February 2020 As a new year commences many children enrolled in an education and care service experience multiple transitions between education and care settings and their community. Implementing effective supervision during these busy times will assist educators to provide safe and secure environments for children. This time of year CECA receive an increase of cases related to inadequate supervision and children being unaccounted for. CECA encourage education and care service providers and service teams to work together and prioritise regular assessment and continuously improvement of transitions and supervision strategies.  Supervision strategies should be adjusted to:  •             Consider the design and arrangement of children’s environments  •             Reduce or prevent injury; and  •             Make decisions about when children’s play needs to be interrupted or redirected  •             Ensure there are effective transitions of children between services types and schools  The [Education and Care Services National Law](https://campaign.acecqa.gov.au/t/i-l-pjrdrll-jllkkkiiud-n/) requires that children must be adequately supervised at all times (s165). Providers and nominated supervisors need to be aware that simply meeting the minimum ratio requirements set out in [Education and Care Services National Regulations](http://www.legislation.nsw.gov.au/maintop/view/inforce/subordleg+653+2011+cd+0+N) will not guarantee that all children are being adequately supervised at all times. The approved provider, nominated supervisors, co-ordinators and educators have an obligation to adequately supervise children who are being educated and cared for both at the service and on excursions, this is set out in S(165) of the [Education and Care Services National Law](https://campaign.acecqa.gov.au/t/i-l-pjrdrll-jllkkkiiud-n/). Effective and adequate supervision prevents and reduces accidents and incidents through early detection of potential hazards and an awareness of the children, and their activities. For more information please read [ACECQA's Active Supervision Information Sheet](https://www.acecqa.gov.au/search?s=Active+supervision).    Transitions may be particularly challenging for children starting preschool and outside of school hours care programs. All education and care settings including schools are encouraged to build positive relationships to develop their knowledge of the children in their care and ensure smooth transitions of children between education and care services. For further information please read ACECQA’S [transition to school](https://wehearyou.acecqa.gov.au/2017/02/02/transition-to-school/) article. [Be You](https://aus01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fbeyou.edu.au%2F&data=02%7C01%7C%7C65b71a834165479f3caf08d7adbbdd58%7Cb46c190803344236b978585ee88e4199%7C0%7C0%7C637168894698636437&sdata=B1MrRvUCIyPsR3sMssqiINh1XJikAJubx%2BEIM8Bsy1E%3D&reserved=0) also provide a suite of [resources](https://beyou.edu.au/fact-sheets/development/transitions) designed to promote effective transitions for children.  Please share and discuss this information with your colleagues.  For enquires in relation to this notification please call CECA on (02) 6207 1114 or email [CECA@act.gov.au](mailto:CECA@act.gov.au)  This email has been authorised by the ACT Regulatory Authority (CECA). CECA are responsible for administering the National Quality Framework within the ACT | | |

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