

3.01 Child Safe Environment Policy

INTRODUCTION

The United Nations Convention on the Rights of the Child outlines that children and young people have a right to be safe and cared for, no matter where they are or who they are with. When working with children and young people, it is important to understand children's rights and needs.

PURPOSE

At Cubby OOSH, we are advocates for children and have a strong commitment to child safety and establishing and maintaining a child safe and child friendly environment.

SCOPE

Our Service has a legal and ethical responsibility to provide a safe and friendly environment where all children are respected, valued and encouraged to reach their full potential. We aim to take all practical steps to protect children from harm, ensuring a healthy and safe environment.

- Provide a safe environment, indoors and outdoors.
- Offer children opportunities to take acceptable risks and challenges.
- Maintain the safest possible environment for the engagement of children.
- Demonstrate to children the correct processes for engaging in activities safely.
- Foster children's independent decision-making.

The National Law requires management to ensure all children being educated and cared for are adequately supervised and every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury. Our focus is to build a child safe environment which is reflected in our Service policies and procedures and understood and practiced by Educators and Staff, inclusive of, but not limited to:

- Any potentially toxic substances (e.g. cleaning materials) are secured from access by children.
- Toys and equipment are selected by their appropriateness and safety for the ages of the children at the Centre.
- All Cubby OOSH services are a Tobacco, Drug and Alcohol-Free service (Refer to: No Smoking Policy and Illicit Drug, Alcohol & Illegal Substance Policy)
- The environments are set up to meet the requirements of Sleep and Rest periods for Children (Refer to Safe Sleep and Rest time policy)
- All Food is stored correctly, and kitchen and dining facilities are of high health and hygiene standards
- All safe environment checklists are complete daily to indicate as record of safe environments provided to children.
- All Educators are aware of their roles of Mandatory Reporting and Child Protection requirements
- Ensure recruiting processes are of high standards, and inductions into the service support the safe environments
- Educator to child ratios are maintained at appropriate levels to allow adequate supervision of the children:

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State Specific Educator to Child Ratio's

State Specific	Educator to Child Ratio: Children over Preschool Age	Educator to Child Ratio: Children over Preschool Age on Excursion	Educator to Child Ratio: Children over Preschool Age walking Excursion	Educator to Child Ratio: Children over Preschool Age – Water Excursion
NSW	1:15	1:10	1:8	1:5

IMPLEMENTATION

Safety Checklists

Regular safety checks maintain basic standards of safety within our Service. Educators will complete the following daily checklists to assist and record inspections of the physical environment where foreseeable risks may be evident and cause harm or injury to a child:

- Indoor Environment Checklist
- Daily Hazards Identification Checklist

Any findings that require attention will be either dealt with immediately or submitted into the maintenance book depending on priority.

Storage of Hazards Substances

We reduce the risk of harm to children and educators by using eco-friendly products. Our Service will endeavour to provide a safe environment where necessary and chemical and hazardous equipment are safely stored away from children and handled appropriately.

Management and Educators will keep a register of hazardous chemicals used at the Service, including Safety Data Sheets.

Equipment, Furniture and Maintenance Record

There are several factors that can contribute to a hazard, such as a deprived program, insufficient supervision and dilapidated equipment. To ensure a child safe environment free from hazards, we have implemented practices and continue to monitor Service policies and procedures that uphold Australian Safety Standards.

The premises and all equipment and furniture used within the Service are audited to ensure all aspects are safe, clean and in good repair. We understand that hazards are specific to developmental stages; Educators are aware that toys and equipment need to be checked to ensure they are safe and developmentally appropriate for children. Regular checks occur within the Service to ensure that all toys, furniture and equipment are in good condition and working order.

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Risk Assessment and Risk Assessment Tool

It is a legislative requirement that Management and Educators implement a risk management system where they identify and manage hazards within the workplace to ensure a child safe environment. The key principles of risk management include:

1. Identifying all hazards in the workplace
2. Assess the risk of each hazard
3. Control or manage the risk
4. Monitor and improve safety

It is the responsibility of all staff and educators at the Service to complete a risk assessment where children’s safety may be jeopardised and when organising an excursion/centre event. Common hazards within the Service which may require a risk assessment include:

- Cross-Infection and Infectious Disease
- Building and Equipment (including storage)
- Inadequate space for conducting activities and experiences
- Hazardous Chemicals
- Electrical appliances
- Food preparation and Storage
- Environmental influences such as shade, noise etc
- Fire equipment
- Pets and/or animals
- Inadequate supervision of children
- Children’s activities and experiences
- Work Health and Safety such as manual handling
- Non-Compliance risk
- Hot drinks

Recruiting, Onboarding and Induction

Cubby OOSH has a duty of ensuring our Recruiting, Onboarding and inducting of new Team members is done of high standards, and ensuing we are creating team dynamics that encompass Child welfare as our primary focus. We work directly and cohesively with our People and Culture team to ensure our job advertisements are specific to the requirements for our services, the role descriptions and inclusive of the Cubby OOSH philosophy. All our advertisements outline the requirements of, but not limited to:

- Comprehensive understanding of the National Quality Standards and Early Years Learning Framework.
- Holds a current Working with Children Check specific to the state of potential employment
- Holds current First Aid, CPR and Asthma and Anaphylaxis qualifications

All potential candidates will undergo adequate processes prior to becoming successful for a role within Cubby OOSH. This is inclusive of phone screening, Face to Face interviews, contact of References, ensuring the candidates Working with Children Check is Clear, and ensuring all qualifications are ACECQA approved. The recruiting and onboarding is a lengthy process of which Cubby OOSH values in ensuring we are highly selective to meet the requirements of the service and place all Children within our care in a safe environment.

Inductions at Cubby OOSH are extensive, with both Online and onsite training. All new Team Members are set up MyRapid Portal, and must complete their Induction training at the beginning of their commencement of employment. All new team members will also complete their Induction checklist with all relevant parties to ensure full understanding of the role they play in creating safe environments within Cubby OOSH services.

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Working with Children Check

A working with Children Check is required in across all states and forms part of a screening process for Employee’s and Volunteers working with Children and young people. The screening process assesses the applicants:

- Prior history and criminal records in all states of Australia, inclusive of: Sexual, physical and drug related charges.
- Prior professional misconduct
- Compliance with health practitioner legislation
- Reporting obligations or orders under the following Acts:
 - Sex Offenders Registration Act 204
 - Serious Sex Offenders Monitoring Act 2005
 - Serious Offenders Act 2018

The purpose of the Working with Children Check is to contribute to the creation of safe and supportive environments for children and young people when receiving services and participating in activities which are essential to their development and wellbeing, such as child care, education, sport, and cultural activities.

State Specific	State Working with Children Check
NSW	https://www.kidsguardian.nsw.gov.au/
ACT	https://www.accesscanberra.act.gov.au/app/answers/detail/a_id/1804/~/working-with-vulnerable-people-%28wwvp%29-registration
QLD	https://www.qld.gov.au/law/laws-regulated-industries-and-accountability/queensland-laws-and-regulations/regulated-industries-and-licensing/blue-card-services
VIC	https://www.workingwithchildren.vic.gov.au/

Responsibilities:

- It is the team member’s responsibility to ensure they have applied for a Working with Children Check / Card, and prior to employment, Cubby OOSH will sight all Educators Card for validating.
- Cubby OOSH will ensure the check / card is cleared through their state specific online checker (see above webpage link to validate).
- The Centre Director will ensure to regularly check that every paid and volunteer team members Working with Children’s Check / card is validated.
- The Centre Director must keep a record of the number, type and expiry date of all team members Working with Children Check / Cards.
- That team members will report any changes of their employment to their state specific governing Working with Children’s Check body within 21 days as outlined within the Act.
- Cubby OOSH will support workers if a Negative Notice is enforced, ensuring that immediate steps are to be taken to protect children from harm.

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Child Protection

Children and young people always have a right to be safe and protected. All educators and management have a legal and moral duty to protect from harm. It is essential when working with children to be aware of indicators of harm and be able to recognise and report concerns regarding suspected harm or protection concerns. Staff are given information and training about child protection law and any obligations they have under that law.

To comply with legislation and provide a child safe environment, educators will keep up to date with child protection requirements; this includes adhering to the Child Protection Policy, updating Child Protection Training as required, and completing the Child Protection Assessment on an annual basis.

For further information please see the “Child Protection Policy”

Arrival and Departure Authorisation

National Regulations require our Service to keep a record of children and visitor’s arrival and departures, with the signatures of the person responsible for verifying the accuracy of the record and the identity of the person collecting the child.

Educators will work in collaboration with our Arrival and Departure Policy and Student and Visitors Policy to ensure children feel safe and secure. To ensure children’s safety, Educators have a clear understanding of their legal obligation to check identification when a person is picking up a child.

STATUTORY LEGISLATION & CONSIDERATIONS

- [Education and Care Services National Law Act 2010](#)
 - Section 167 Offence relating to protection of children from harm and hazards.
- [Education and Care Services National Regulations 2011](#)
 - Part 4.2 Children’s Health and Safety
 - Regulation 168 (2)(h) Providing a child safe environment
- [National Quality Standards](#)
 - Standard 2.2 Safety
 - Standard 3.1 Design
 - Standard 7.1 Governance
- [Child Protection Act 1999 \(QLD\)](#)
- [Working with Children Act 2005 \(VIC\)](#)
- [Children and Young Persons \(Care and Protection\) Act 1998 \(NSW\)](#)
- [Children and Young People Act 2008 \(ACT\)](#)
- [Ombudsman Act 1974 \(NSW\)](#)

SOURCES

- [The Early Years Learning Framework](#)
- [My Time Our Place Framework](#)
- [Victorian Early Years Learning and Development Framework](#)
- [ACECQA](#)
- [United Nations Convention on the Rights of a Child](#)
- Stevenson (2002) “Health and Safety in NSW Child Care Centres: A Blueprint for Success”

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3.02 Maintenance of Buildings, Grounds & Equipment Policy

INTRODUCTION

For the safety and well-being of team members and children, childcare providers have a legal responsibility to ensure all premises are safe, maintained and of high standards. All equipment must be in good repair and appropriate to the needs of children.

PURPOSE

Cubby OOSH have a commitment and obligation to ensure the safety of Building, Grounds and Equipment to all stakeholders affiliated with our services, and ensure we are providing a safe environment for all.

SCOPE

- Provide a safe and secure environment.
- Provide team members with current information about building and equipment safety.
- Implement periodical building and equipment safety checks.
- Implement an effective maintenance system to rectify faults by repair or replacement

IMPLEMENTATION

- All services to appoint a WH&S Officers to ensure safety audits are conducted and mentor the teams on creating an maintaining safe environments.
- During team meetings Work Health and Safety (WH&S) issues are discussed. These are to be documented as per WH&S guidelines. Any risks are to be identified and a “Risk Management Assessment” completed. Team members discuss safety issues with children on a regular basis and, where appropriate, involve them in setting safety practices.
- Whenever centre management wishes to improve the outside environment, the relevant State Department responsible for child care legislation and the relevant State Playground Advisory Unit are contacted for advice on current practices.
- Buildings and all equipment are regularly maintained.
- Equipment chosen to meet children’s developmental interests and needs is safe and easily maintained
- Electrical plugs, sockets, power boards or extension cords are inspected according to WH&S regulations.
- Electrical appliances are kept in good working order.
- Provision is made in the budget for regular maintenance and repair work and for deferred costs of major capital repairs.
- Management keeps a list of fully licensed and insured tradespeople, reviewed annually.
- The list of approved tradespeople is available to the Centre Director.
- Soft-fall surfacing is checked and maintained appropriately.
- A maintenance gardener makes regular visits to “up-keep” any outside vegetation. Staff may also incorporate gardening experiences into the program to assist in the maintenance of gardens.
- All plants are studied prior to purchasing and planting to ensure they are safe and not poisonous/harmful.
- Equipment is regularly washed and cleaned.
- Recycled craft materials are checked for potential hazards.

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- Parents are encouraged to notify team members of any identified maintenance that they might notice.
- Anything that requires maintenance is reported to the Centre Director as soon as possible.
- If faulty equipment is identified, it is removed immediately.
- Protective barriers are placed around any potentially dangerous building faults.
- A Maintenance Form is available to record any maintenance issue that needs to be addressed.
- The Maintenance Form records:
 1. The type of problem.
 2. The date that it was observed.
 3. Who notified the Centre Director and when.
 4. What has been done to rectify the problem.
 5. The date repairs took place.
 6. The tradesperson(s) employed to repair the problem.
- For urgent repairs, the Centre Director immediately contacts a tradesperson from the approved list to attend to the problem.
- Non-urgent repairs are recorded in the maintenance book. The Centre Director notes these in his/her report and brings it to the attention of Management at the earliest opportunity. Management then arranges for the maintenance items to be attended to.
- For major repairs, a minimum of three quotes is sought and reviewed by Management who will make a decision on a further course of action.
- For future reference, the Centre Director also gives a review of any works completed by tradespeople.
- Should the Centre be considered unsafe or as being a health risk, it will be closed after notice has been given to all relevant parties until the problem has been rectified.

STATUTORY LEGISLATION & CONSIDERATIONS

- [Education and Care Services National Law Act 2010](#)
 - Section 167 Offence relating to protection of children from harm and hazards
- [Education and Care Services National Regulations](#)
 - Regulation 103 Premises, furniture and equipment to be safe, clean and in good repair
 - Regulation 104 Fencing
 - Regulation 105 Furniture, materials and equipment
 - Regulation 106 Laundry and hygiene facilities
- [National Quality Standards](#)
 - Standard 2.2 Safety
 - Standard 3.1 Design
- [Occupational Health and safety Regulation 2001 \(NSW\)](#)
- [Work Safety Legislation Amendment Act 2011 \(ACT\)](#)
- [Workplace Health and Safety Regulation 2011 \(QLD\)](#)
- [Workplace Health and Safety Act 2004 \(VIC\)](#)

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SOURCES

- [The Early Years Learning Framework](#)
- [My Time Our Place Framework](#)
- [Victorian Early Years Learning and Development Framework](#)
- [ACECOA](#)
- [Kidsafe Australia](#)
- [Childcare Safety Australia](#)
- Patrick Woods - Solicitor

Stevenson (2002) "Health and Safety in NSW Child Care Centres: A Blueprint for Success"

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3.03 Pest Control Policy

INTRODUCTION

It is essential to provide a safe environment that Child Care services follow strict procedures to eliminate the access and attraction of varieties of common pests and vermin as possible. The use of chemical deterrents for pests and vermin should be avoided wherever possible and used minimally if necessary.

PURPOSE

Cubby OOSH has a commitment to ensure our services are safe and environments clean and implement pest control solutions to sustain a safe and clean environment. We strongly believe, if we operate our services under strict guidelines of cleaning, that we are preventing our services from requiring the need to incorporate unwanted and harmful chemicals which eliminate the infestation of pests.

SCOPE

- Provide an environment that is clean, safe and free of pests and vermin across all areas of the service, and surrounding areas.
- Make every effort to discard of rubbish appropriately and effectively.
- Make every effort to detect any pests and act in accordance to minimise and cease immediately.
- Limit the use of chemical deterrents.

IMPLEMENTATION

- Equipment and food items especially are stored responsibly to minimise any attraction for pests and vermin.
- Waste is disposed of after every session of the day E.g. after a nappy shift, after lunch has been prepared.
- Food distribution areas and storage are cleaned immediately after use and maintained hygienically.
- All areas are checked daily for any signs of pests or vermin.
- Should any pests or vermin be identified then action is taken to rid the centre of the problem by:
 1. Initially using non-chemical methods such as physical removal, checking the cleanliness of the affected area and the use of any appropriate non-chemical products;
 2. Using low-irritant, environmentally-friendly sprays at the minimum effective level, only with adequate ventilation and preferably not in the presence of the children;
 3. Employing the services of a commercial pest control company or other more stringent use of approved pest-control chemicals outside of operating hours should the above methods fail.
- All parents are to be notified of any use of chemicals.
- Any use of chemical products is conducted outside the hours of the children's and staff presence in the building except in extreme circumstances.
- If the use of a chemical product is unavoidable during operating hours, children, staff and parents are removed from the affected area for as long as is safe and viable.

NOTE: Recent scientific information has revealed that touching or ingesting garden snails or slugs can lead to a serious infection called "Lungworm". Therefore, every effort is made to ensure that Cubby OOSH premises are free of these pests and that children are directed not to touch either pest if encountered. If children do make contact, they must be directed to wash their hands thoroughly.

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STATUTORY LEGISLATION & CONSIDERATIONS

- [Education and Care Services National Law Act 2010](#)
 - Section 167 Offence relating to protection of children from harm and hazards
- [Education and Care Services National Regulations](#)
 - Regulation 77 Health, hygiene and safe food practices
 - Regulation 103 Premises, furniture and equipment to be safe, clean and in good repair
- [National Quality Standards](#)
 - Standard 2.1 Health
 - Standard 2. 2 Safety
 - Standard 3.1 Design

SOURCES

- [The Early Years Learning Framework](#)
- [My Time Our Place Framework](#)
- [Victorian Early Years Learning and Development Framework](#)
- [ACECQA](#)
- [Rentokil: Pest and Inspect Identification](#)

Peter Banks | Associate Professor in Conservation Biology, University of Sydney

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3.04 Tagging of Electrical Equipment Policy

INTRODUCTION

The avoidance of potentially lethal electrical shock is paramount when using equipment requiring an electrical connection. Cords connecting appliances and equipment to the electricity supply can be damaged or deteriorate over time and must regularly be inspected.

Statutory regulations for the inspection and “tagging” of all electrical appliances, power-boards and electrical cords are followed at Cubby OOSH services. Electrical cords or equipment found to be faulty must be removed from use immediately and either disposed of or repaired by a licensed electrical contractor and only returned to use when “tagged” as safe.

PURPOSE

Cubby OOSH is commitment to providing a safe environment for the use of all Electrical Equipment across all services.

SCOPE

- Ensure that all electrical equipment used within our service is safe.
- Implement a documented routine for the inspection and “tagging” of all electrical equipment.
- Employ only qualified electricians.
- Ensure that Team Members are diligent in their safe usage of electrical equipment and are alert to emerging issues such as fraying cords and loose connections.
- Ensure that children have the maximum protection from the potential dangers in the use of electrical equipment.

IMPLEMENTATION

- Every twelve months, School Management arranges to have a qualified electrician visit the centre to inspect and “tag” all electrical equipment. Documentation about the inspection is retained at the Centre with a copy sent to the Support Office.
- Team Members are to perform a visual check of electrical equipment used to detect any potential hazards. This is to be checked on the Centre’s Daily Checklists.
- If for any reason, a Team member is concerned about the safety of an electrical item, they remove it from use and report their concerns to the Centre Director.
- All power points are covered by either a cord connected to approved equipment or a plastic cover to prevent objects being “poked” into the power point.
- Children are instructed to avoid power points and are not permitted to connect or disconnect equipment from the power source.
- When not in use, cords are to be taken out of electrical items and power points and stored in a locked cupboard. This cupboard is only accessible to adults.
- Any electrical equipment found to be faulty is removed immediately from use and either repaired professionally or replaced.

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STATUTORY LEGISLATION & CONSIDERATIONS

- [Education and Care Services National Law Act 2010](#)
 - Section 167 Offence relating to protection of children from harm and hazards
- [Education and Care Services National Regulations](#)
 - Regulation 103 Premises, furniture and equipment to be safe, clean and in good repair
 - Regulation 105 Furniture, materials and equipment
- [National Quality Standards](#)
 - Standard 2.2 Safety
 - Standard 3.1 Design

SOURCES

- [The Early Years Learning Framework](#)
- [My Time Our Place Framework](#)
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- [Kidsafe Australia](#)
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3.05 Environmental Sustainability Policy

INTRODUCTION

Environmental education can be defined as learning about the environment and how natural systems function; the interconnectedness of plants, animals, humans and the planet we inhabit.

Environmental education promotes acquisition of knowledge, skills and values about the environment, often with a science and nature focus. In a childhood setting, everything that happens within a day can be viewed as educational. Environmental education in an early childhood setting is integrated into these everyday elements. The aim of environmental education is to promote informed and skilled citizens who demonstrate environmental awareness and are willing, interested and able to take action to address environmental issues.

Sustainability can be defined in a broader and more holistic context of education for the environment.

The complexities of social, environmental and economic systems are acknowledged and their implications for sustaining life are considered.

PURPOSE

Cubby OOSH believes that the main aim of an environmental/sustainability program is to provide children with the knowledge, skills and attitudes to assist them to become environmentally responsible.

SCOPE

The aim of education for sustainability is to promote a sense of responsibility, respect, empowerment, active participation, enquiry and social change.

Participating in environmental and sustainable activities can encourage the development of children’s sense of responsibility and empowerment.

Cubby OOSH provide opportunities for children to connect with and embrace the natural world, develop lifelong skills that promote sustainability and serve as role models for environmental and sustainable practices.

IMPLEMENTATION

Providing Natural Environments

The approaches that Cubby OOSH will utilise may include but are not limited to:

- Providing settings that include a variety of flora and fauna both in the indoor and outdoor environments. It may include the:
 - Introduction of pets and involving the children in their care
 - Planting and caring for indoor and outdoor plants
 - Observing plants and animals that occur naturally in the Education and Care Service
 - Using Natural materials to set up play areas. For example:
 - Pebbles
 - Logs
 - Large rocks rather than manufactured barriers
 - Using bark, twigs or sticks to display children’s creative work

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- Wicker/cane baskets to store items on the children’s shelving
- Using recycled and homemade equipment as well as manufactured resources. For example:
 - o Recycled plastic bottles for sand scoops
 - o Old pots and pans for dramatic play both inside and out
 - o Using everyday equipment in innovative ways. This enables children to develop their resourcefulness and creativity during play
 - o Introduce activities such as nature treasures and nature walks to stimulate children’s curiosity and encourage them to interact with their natural world
- Use natural materials within other aspects of the program. For example
 - o Seed pods, pebbles and leaves for collage or numeracy experience (counting, sorting and classifying, patterning etc.)
 - o Painting with natural implements such as sticks, leaves and feathers
 - o Adding natural elements to sand and water play e.g. pebbles, sticks, leaves etc.

Encouraging Children’s Participation through Respectful Collaboration

Collaboration with children may include, but is not limited to, the following strategies:

- Engaging them in one to one and small group discussions about sustainable practices. These discussions are usually prompted by things as simple as the children seeing the local council recycling truck, noticing how full a garbage bin is or noticing how many scraps are left over from meal times.
- Encouraging them to participate in a recycling program, or involving them in developing and implementing new strategies for recycling materials. E.g:
 - Using materials donated by families for art and craft
 - Donating items from their families to local charities
 - Discussing environmental and sustainability issues with the children and seeking their ideas and opinions
 - Involving the children in the research about environment and sustainability issues utilising information technology such as internet, smart boards etc.

Establishing Environmentally Sustainable Practices within the Service

Some practices that Cubby OOSH may adopt, may include, but are not limited to:

Recycling

- The centre will attempt to recycle all recyclable products, i.e. all glass jars, bottles, aluminium cans, steel cans, paper, cardboard, and plastic packaging.
- The Nominated Supervisor contacts their local Council, for details of recycling services in their areas. Education and Care Services are required to establish and maintain recycling containers.
- We recommend that the organic waste from cooking be regularly decomposed to produce garden fertiliser.
- We encourage re-use of packaging material in children’s craft activities, e.g. collage, printing objects, construction etc.

Encourage the use of natural and recyclable materials

Educators, families and children are to be encouraged to look at all pieces of unwanted items for their creative potential. For instance, old greeting cards are suitable for cutting and pasting; old wrapping paper for tearing or cutting and pasting. At Cubby OOSH we aim to use recycled paper, e.g. computer paper, architect paper, photocopy paper and newspaper off cuts, etc. We also purchase recycled paper for our administrative needs.

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Adopt procedures to minimise pollution of water systems.

- Use sink sieves for holding solid matter from going into the drain.
- Wrap paints, glue oils, fats etc. in newspaper before disposing in the garbage bin.
- Minimise the use of vinyl paint.

Utilise strategies to help conserve the use of fossil fuels, which are responsible for greenhouse effect and ozone layer depletion.

In our kitchens at Cubby OOSH we encourage:

- Covered Saucepans - It costs four (4) times as much to bring the contents of an uncovered saucepan to a boiling point
- Microwave ovens whenever possible
- Appliances with high energy ratings
- Our hands as much as possible
- Florescent or energy efficient light bulbs
- Defrosted foods
- The dishwasher only when full
- Refrigerators where seals are secure. A good seal is able to hold a piece of paper in place when the door is closed

In our laundry's at Cubby OOSH we encourage:

- The sun and wind for drying wet washing as much as possible
- Washing machines or dryer which are energy-efficient
- Cold water and cold water detergents whenever we can
- Solar energy where ever possible (Please note that their high installation costs get covered in terms of long term saving)

Encourage the Participation of Families to ensure continuity.

We will encourage participation by families by:

- Involving families in the services philosophy development that includes environment and sustainability
- Displaying information that outlines the services policies and philosophy regarding the environment and sustainability
- Utilises the services memo's to inform families of current environmental issues and related activities that are occurring in the service
- Requesting and recognising families donations of recycled materials and other items for use in the centre
- Invite families to environmental and sustainability activities that are occurring in the service e.g. tree planting ceremony and opening of vegetable garden.

Liaise with community groups to stay current with best practice

Some strategies Cubby OOSH may use to liase with community groups may include:

- Local resources and organisation are a wealth of information and are usually happy to assist.
- Councils or environmental organisations may be able to assist with the development of the services philosophy and sustainability plans
- Local hardware stores sometimes have promotions that may assist. E.g. some Bunning's stores provide worm farms and garden beds for child care centres

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Links to Policies:	2.04 .22, 3.02 4.10, 4.11, 4.14, 5.04, 7.09	
Links to Documents:	Indoor Environment Checklist, Daily Hazards Identification Checklist, Risk Assessment Tool	

Supporting Educators to Promote Environmental Education.

Ways that this can be achieved may include, but are not limited to:

- Developing a staff carer resource library which includes current information on environment and sustainability issues
- Providing professional development opportunities for those educators that are passionate about the environment and sustainability as well as those still in the early stages of understanding
- Ensuring the Educators have the necessary resources that reflect the service policy on the environment and sustainability. For example: books, puzzles, wall posters, games etc.

STATUTORY LEGISLATION & CONSIDERATIONS

- [Education and Care Services National Law Act 2010](#)
- [Education and Care Services National Regulations 2011](#)
 - Regulation 73 Educational program
- [National Quality Standards](#)
 - Standard 3.1 Design
 - Standard 3.2 Use

SOURCES

- [The Early Years Learning Framework](#)
- [My Time Our Place Framework](#)
- [Victorian Early Years Learning and Development Framework](#)
- [ACECQA](#)
- Extract from Putting Children First Newsletter [Environmental Experiences in Childcare](#) Sept 2006
- [Environmental Education in Early Childhood](#)

[Aussie Childcare Network: Sustainability Practises in Childcare](#)

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