

Lilly Pilly Little School

Policies



QUALITY AREA THREE - PHYSICAL ENVIRONMENT

12/11/2022

Monitoring and Review

These policies are to be monitored to ensure compliance with legislative requirements and unless deemed necessary through the identification of practice gaps, the service will review these Policies every two years.

Families and staff are essential stakeholders in the policy review process and will be given opportunity and encouragement to be actively involved.

In accordance with R. 172 of the Education and Care Services National Regulations, the service will ensure that families of children enrolled at the service are notified at least 14 days before making any change to a policy or procedure that may have significant impact on the provision of education and care to any child enrolled at the service; a family's ability to utilise the service; the fees charged or the way in which fees are collected.

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THE INDOOR & OUTDOOR ENVIRONMENT

INTRODUCTION

The physical environment can contribute to children's wellbeing, happiness, creativity and developing independence. It can contribute to and express the quality of children's learning and experiences. The choices made in an education and care service about resources, materials, spaces, layout, air and light quality and access to a range of experiences in the indoor and outdoor, have a direct impact on the quality of learning opportunities available to children.

GOALS:

The education and care service will ensure the environment is safe, clean and well maintained.

Children's awareness of the environment and sustainable practice will be supported through daily practices, resources and interactions. The physical environment, both in and outdoors will support children's learning, safety, levels of engagement and access to positive experiences and inclusive relationships

STRATEGIES:

Approved Provider will ensure that:

- ♥ Fencing and barriers which enclose outdoor areas used by children in the education and care service are maintained to ensure they are of a height and design that prevents children of preschool age from going through, over or under the structure.
- ♥ Considerations about minimising access to the education and care service by unauthorised people and animals will also inform the height and design of fencing and barriers.
- ♥ Sufficient furniture, materials and developmentally appropriate equipment are provided and maintained in the education and care service in order to support all children to engage and access the program and develop their developing skills and independence.
- ♥ Any laundry facility in the premises is located and maintained in a way that does not pose any risks to children.
- ♥ Adequate space requirements are maintained in both the indoor and outdoor environments.



- ♥ Toilet, washing and drying facilities are developmentally and age appropriate and are located and designed in a way that support safe use and convenient access by children.
- ♥ Education and care environments are well ventilated and have adequate natural light.
- ♥ Indoor temperatures are maintained at levels that support children's safety and wellbeing.
- ♥ The play spaces in the education and care service provide children with opportunities to explore and experience the natural environment.
- ♥ The outdoor education and care environment has adequate shaded areas to protect children from ultraviolet radiation from the sun.
- ♥ The environment seeks to support convenient access to both indoor and outdoor play activities and to toilet facilities according to supervision requirements, children's independence and developmental needs.
- ♥ Where possible, gardens reflect the local natural habitat and encourage native wildlife into the education and care environment.

The Nominated Supervisor will:

- ♥ Ensure that plants are selected to minimise risks to children. No poisonous or dangerous plants will be included in the education and care environment. See fact sheet on Poisonous Plants - www.gtp.com.au/kidsafegld/inewsfiles/inews.5250.1.pdf
- ♥ Collaborate with educators to carefully select and provide adequate numbers of resources in order to contribute to children's sense of belong and to provide new learning opportunities that extend and challenge children's learning and development.
- ♥ The Educational Leader will collaborate with educators to:
- ♥ Equally value both the outdoor and indoor learning environments as places that support children's learning, creativity, social engagement and sense of belonging.
- ♥ Seek to develop learning environments that are secure and predictable and that support children to take increasing responsibility for their health, hygiene and personal care.
- ♥ Design learning environments that are welcoming and accessible for all children and families, considering cultural diversity, social and physical inclusion.
- ♥ Design environments that reflect children's different cultures, interests, abilities and learning styles.

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- ♥ Design environments that support small group work in ways that minimise the risk of injury, minimise disruption between activities, minimise conflict between children and reduce prolonged exposure to excess internal and external noise.
- ♥ Design outdoor learning experiences that complement and extend the indoor activities and learning experiences.
- ♥ Ensure that outdoor environments provide opportunities to learn through play, enabling access to materials that stimulate investigation and reflection, and enriched with natural resources and opportunities to connect with nature.
- ♥ Design indoor environments that are enriched by natural resources and opportunities to engage with nature.
- ♥ Offer children opportunities to be active, messy and noisy and play on a large scale.
- ♥ Encourage and nurture children's interest in the world around them. By providing children with materials, resources and information, educators can help children to appreciate and respect the beauty of their natural and built environments.
- ♥ Select resources and design learning environments that foster children's connections with the natural environment.
 - Select natural materials and fibres if possible, when purchasing new equipment and resources. These include items such as wooden shelving and natural materials. Such resources enhance the look and feel of nature within the environment.
 - Natural and flexible play materials such as sand, leaves and water will be available for children.
 - Encourage children and families to collect and bring recycled equipment and natural resources into the environment.
 - Encourage children to care for plants by growing plants from seeds.
 - Design areas for appreciation of nature, where educators and children can observe the natural play environment and reflect on nature. This will include the introduction of indoor plants into indoor area. Educators and children will be responsible for the care of these plants ensuring they have enough sunlight and water. As in the outdoor garden, plants will be selected to minimise the risks to children.

EVALUATION

The education and care service has aesthetically pleasing, safe, flexible and functional play and learning environments. Educators, children and families are supported to consider environmentally sustainable practices. Children's emotional, physical, social, cognitive and

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spiritual wellbeing are supported by the design and functions of the indoor and outdoor environments. The environment complements the educational and care aims of the service, supporting children to have a strong sense of being and belonging, as well as facilitating their growth and development.

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ENVIRONMENT STATEMENT

INTRODUCTION

This statement has been developed to provide an overview of the areas of the environment covered by this policy. Promotion of healthy, sustainable environments where educators, children and families learn and share ideas about creating an environmentally friendly education and care service must be a priority.

GOALS:

The education and care service will define areas of the environment through individual policies. These policies will incorporate practices that are achievable in the service. These practices will aim to provide a cleaner, healthier and more sustainable environment for educators, children and families.

STRATEGIES:

The education and care service will:

- ♥ Reduce waste, incorporate Green Cleaning ideas, and create an eco-friendly environment.
- ♥ Endeavour to equip the service with and implement water-saving strategies, green cleaning and recycling. Where applicable, grants will be applied to aid in the implementation of these effective environmental strategies.
- ♥ The education and care service defines the aims of this statement through specific environment policies. These are:
 - ♥ Animals in the Environment
 - ♥ The Indoor and Outdoor Environment
 - ♥ Cleaning and Maintaining the Environment
 - ♥ Smoke Free Environment
 - ♥ Safe Storage of Dangerous Good
 - ♥ Environmental Sustainability
 - ♥ These individual policies will guide practices within the education and care service.
 - ♥ Educators will keep up-to-date with the latest research on environmental education through journals, resource agencies and professional development. This information will be shared with families and children.



EVALUATION

The education and care environment reflects sustainable practices, 'Green Cleaning' and eco-friendly choices. Educators, children, families and the wider community learn together and embrace environmentally friendly practices.

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ENVIRONMENTAL SUSTAINABILITY

INTRODUCTION

As an education and care community, we can encourage and increase awareness of environmental responsibilities and implement practices that contribute to a sustainable future. Children can be supported to become environmentally responsible and show respect for the environment. Environmentally sustainable practices should be embedded into the operations of the education and care service and involve educators, children and families in order to be successful.

GOALS:

The education and care service will ensure the environment is safe, clean and well-maintained.

Children's awareness of the environment will be promoted through daily practices, resources and interactions. Sustainable practices will be encouraged within the education and care service. Educators, children and families will be encouraged to become advocates for a sustainable future.

STRATEGIES:

The Approved Provider will:

- ♥ Encourage educators, families and children to engage in innovative practices and appreciate the wonder of the natural world while protecting the planet for future generations.
- ♥ Educators will make sustainable practices a part of the daily routine. These include:
 - -Recycling
 - -Gardening
 - -Energy conservation
 - -Water conservation
 - -Sustainable equipment purchases

Educators will:

- ♥ Program using nature as our guide e.g following the seasons and our flora and fauna.
- ♥ Include recycling as part of everyday practice at the education and care service.
- ♥ Role model sustainable practices.



- ♥ Discuss sustainable practices with the children and families as part of the services education and care curriculum; encourage "nude food" to reduce packaging waste.
- ♥ Share ideas between educators, children and families about sustainable ideas, implementation and resources. This can be done at parent meetings, through emails, newsletters and conversations.
- ♥ Use a worm farm or composting bin to reduce food waste in the education and care service. Children will be encouraged to place food scraps into separate containers for use in the worm farm or the composting bin. Educators will discuss with the children and families which scrap worms can eat and which foods can be composted. The children will be involved in maintaining the worm farm and compost.
- ♥ Role model energy and water conservation practices of turning off lights when a room is not in use, emptying water play containers onto garden areas,
- ♥ Aim to purchase equipment that is eco-friendly where possible. Educators will reduce the amount of plastic and disposable equipment they purchase and select materials that are made of natural materials and fibres.
- ♥ Seek to embed sustainable practice in the education and care service. The concepts of "reduce, re-use and recycle" will become part of everyday practice for both children and educators to build lifelong attitudes towards sustainable practices.
- ♥ Use local Council and Government departments as sources of information on sustainable practices used in the local community. They will liaise with the Council and Government departments for possible grants available to put in place water and energy conservation practices in the education and care service. These may include water tanks, grey water systems, converting toilet cisterns to dual flush and converting to water saving taps.

EVALUATION

The education and care environment reflects sustainable practices, 'Green Cleaning' and eco-friendly choices. Educators, children, families and the wider community will learn together and embrace environmentally friendly practices.



SMOKE FREE ENVIRONMENT

INTRODUCTION

All workplaces have a regulatory and legislative duty of care under to provide a safe, healthy and smoke free environment. Children, educators and families will not be exposed to the harmful effects of second hand smoke while on education and care service premises.

GOALS:

The education and care service has adopted a smoke free environment policy to protect all persons who access the service from the effects of environmental tobacco smoke. The education and care service does not permit the smoking of any substance in any area of the premises.

STRATEGIES:

The philosophy of the education and care service will guide educator interactions and practices by providing a vision, a purpose and meaningful direction regarding goals for children and families.

The Approved Provider will:

- ♥ Ensure that the education and care environment is free from the use of tobacco for the children being cared for and educated.
- ♥ Take precautions to promote the health and well-being of children being cared for at the education and care service by protecting them from exposure to tobacco smoke.
- ♥ Designate all area of the education and care service including the building, outdoor areas and the car park as smoke free zones.

The Nominated Supervisor will:

- ♥ Seek to protect children from passive smoking environments during excursions.
- ♥ Ensure that educators receive an induction to the education and care service where they are informed of the Smoke Free Environment Policy.
- ♥ Inform educators who choose to smoke while employed at the education and care service that they are only able to leave the premises during allocated break periods. They must inform the nominated supervisor or colleagues that they are leaving premises and if smoking, must not be within view of the education and care service. At such times, educators must sign in and out of the service. When educators return to the service after smoking, they must wash their hands thoroughly and minimise the smell of tobacco on their clothing.



- ♥ Ensure that during orientation and enrolment visits, families are reminded that the education and care service is a smoke free environment.
- ♥ Encourage educators and families to dispose of cigarette butts appropriately to ensure the safety of all children.
- ♥ Ensure there are 'No Smoking' signs displayed in all areas of the education and care service through the WHS checklists.
- ♥ Make Information available about the effects of smoking and ensure that The Quit line number will be displayed on all 'No Smoking' signs.

EVALUATION

The education and care service is a smoke free environment. Educators and families will not expose other adults and children to the effects of passive smoking. The health benefits of smoke free environments will be promoted.



ANIMALS IN THE ENVIRONMENT

INTRODUCTION

Educators are “encouraged to foster children’s capacity to understand and respect the natural environment and the interdependence between people, plants, animals and the land.” (NQS element 3.2)

Responsible ownership of pets, animals or birds that may reside at the Education and Care Service or visit the premises is vital. Role models of appropriate behaviours with animals and guidance in caring for the needs of animals is beneficial for children. This policy also considers the management of unwanted visitors such as pests and vermin.

GOALS:

The Education and Care Service will:

- ♥ Provide a safe, clean and humane environment for all animals and birds that visit or reside at the service;
- ♥ Ensure pest control measures are regularly undertaken, and;
- ♥ Ensure there are procedures in place for removing unwanted animals, pests and vermin from the premises.

STRATEGIES:

Centre Pets and Invited Visitors

- ♥ Educators will ensure that all pets and their enclosures are kept clean and hygienic. Educators must ensure they have clean bedding and water. Food is available for the pet, but kept out of reach of children at all times.
- ♥ Children must be supervised at all times when interacting with pets or animals. Educators will manage any health or safety risk for the children that may be caused by animals, such as asthma and allergies.
- ♥ Pets will not have access to children’s bedding, toys, food preparation areas, eating surfaces or utensils.
- ♥ Animals and birds visiting the education and care service as part of the educational program are the responsibility of the owner(s). The educators will ensure that the environment remains safe and hygienic at all times during the visit. Educators will complete risk assessment paperwork in relation to the visit.



Animals and Birds Other than Pets or Invited Visitors

- ♥ There are situations that may spontaneously occur, involving animals. For example, there may be a situation where an animal or bird has made its way into the education and care service. Educators may use this as a spontaneous learning experience for the children. At all times they will ensure the safety and well being of the children.
- ♥ If an animal or bird is potentially dangerous; such as a snake or spider, educators will contact an appropriate authority for assistance. In NSW this authority is the National Parks and Wildlife Service - 1300 361 967 (8.30am – 5.00pm) or NSW Wildlife Information, Rescue and Education Service Inc on 13 000 WIRES - 13 00 094 737.
- ♥ The animal's movements should be monitored to ensure a speedy and efficient capture by a professional, but priority is to be given to educator, child and family safety. At no time is the potentially dangerous animal, insect or bird to be approached or touched by educators, children or families.

Pests and Vermin

- ♥ Pest control will occur at the education and care Service on an annual basis. Educators will monitor any occurrences in the service to determine the success of control measures.
- ♥ If pests and vermin are seen, educators will advise the nominated supervisor. The approved provider is responsible for arranging additional pest control visits.
- ♥ Where appropriate, educators discuss with children safety issues relating to dangerous products, plants, vermin and objects.
- ♥ Educators will thoroughly clean all areas that animals or pests have accessed in the education and care service with hot, soapy water. If the remains of an animal or animal faeces have been found, the remains will be disposed of according to the local Council guidelines and the area where the remains were found will be thoroughly disinfected with hot, soapy water.
- ♥ Educators will be responsible for assessing any situation in the education and care service where animals are involved to ensure the health, safety and well-being of children, families and animals.

EVALUATION: The presence of animals in the education and care service will be managed by educators to ensure that the safety and wellbeing of children, families, educators and animals is maintained at all times. Educators will consider the risks versus the benefits of including animals in the educational program.



CLEANING AND MAINTAINING THE ENVIRONMENT

INTRODUCTION

Children have the right to an education in an environment that provides for their health and safety. Good cleaning and maintenance of the environment ensures that illness and unintentional injuries are avoided. Environmental responsibility also encompasses the cleaning and maintenance of the education and care service in ways that are sustainable and environmentally friendly.

GOALS:

- ♥ Follow procedures and schedules that ensure the buildings, premises, furniture and equipment are safe, clean and well maintained.
- ♥ Promote awareness of environmental sustainability through daily practices and information sharing.
- ♥ Involve children in discussions about health and safety issues and support children to develop guidelines to keep the environment safe for all.
- ♥ Encourage eco-friendly practices and encourage staff, children and families to use chemical free options for cleaning.

STRATEGIES:

Approved Provider will:

- ♥ Arrange for the education and care service to be cleaned by professional cleaners at the end of each group.
- ♥ Ensure that written policies and procedures regarding child safe environments are developed.
- ♥ Develop systems to ensure that daily checks and risk assessments of the environment are documented and that where repairs, cleaning or maintenance issues are identified, they are attended to promptly.

The Nominated Supervisor will:

- ♥ Develop systems to ensure that the daily cleaning of the service is carried out to a satisfactory standard.
- ♥ Ensure that educators are familiar with policies related to cleaning and maintaining safe environments for children.
- ♥ Ensure that daily checks and risk assessments of the environment are conducted and documented

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- ♥ Respond to any identified risks, repairs, cleaning or maintenance issues promptly.
- ♥ Support educators to research and consider alternative and sustainable cleaning options and arrange for regular professional development to ensure a clean and safe environment for children.

Educators will:

- ♥ Ensure that cleaning duties do not compromise care and supervision of children at any time.
- ♥ Identify when the building, premises, furniture or equipment require cleaning or maintenance. The identified issue will be dealt with immediately. This will be done by cleaning as required or by removing the damaged furniture or equipment to be repaired or discarded as decided by the nominated supervisor and the approved provider. The educator will complete required documentation and refer this to the nominated supervisor for attention.
- ♥ Involve children in discussions about health and safety issues and support children to develop guidelines to keep the environment safe for all.
- ♥ Role model good cleaning practices for the children and encourage children to be involved in the cleaning of the environment where appropriate.
- ♥ Support children to have an active role in caring for their environment and to contribute to a sustainable future.
- ♥ Be responsible for spot cleaning the education and care service to ensure cleanliness and hygiene standards are maintained throughout the day.
- ♥ Seek to minimise the use of chemicals in the education and care environment.
- ♥ Research natural cleaning alternatives for use in the education and care environment. Natural or chemical-free options that are sensitive to the needs of educators and children with allergies will be utilized when possible.
- ♥ Consider sustainable practice when they are cleaning. They will reflect on their practices and access professional development, journals and the Internet for more ideas on eco-friendly cleaning options.
- ♥ Use soapy water for daily cleaning of tables, mouthed toys and general spills both indoors and outside. Diluted Eucalyptus oil and water and stored in a labelled spray bottle out of reach of children. Consider the use of this as an alternate to disinfectant for cleaning the bathrooms throughout the day.
- ♥ Aim to minimize waste by: Encouraging recyclable materials to be placed in labelled recycling containers rather than garbage bins. Recycling food scraps at meal and snack times. Children and educators can place food scraps into these containers



which will then be placed in composting or worm farm containers. The kitchen will have containers for food scraps and recycling for educators to use.

EVALUATION

The education and care service is well cleaned and maintained to support children's health and safety. Children and educators work cooperatively to care for the environment in a sustainable manner. The education and care environment reflects sustainable practices, 'Green Cleaning' and eco-friendly choices. Educators, children, families and the wider community will learn together and embrace environmentally friendly practices.

