

## **Effective Supervision**

Adopted:

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**Policy:** To provide **effective supervision** that promotes an environment where a child can feel safe, secure and respected by all, and promotes positive interactions for learning through well laid out play spaces that promote positive interactions, communication and sight.

- **Guidelines:** Caregivers should be involved and familiarized with the children that are in your care. Be observant for patterns that can off balance a classroom or playground environment. Incorporate well-designed play areas/centers including outside where engaging in play allows easy sight of the overall area and potential issues. Only when ratio allows, carry out activities that draw your attention away from the children. Notify co-workers that you are not actively supervising while you are engaged in housekeeping, phone calls etc. Be familiar with child to staff ratios and max group sizing. Become familiar with all other Centre Policies that outline supervision practices for the Centre. Interacting and engaging in play with the children will help in planning activities that interest the children and gives opportunity to talk about staying safe during play as events occur. Be prepared to review potential safety issues and evaluate past issues during weekly planning sessions and monthly staff meetings.

## **Procedures**

- Complete all required checklists and notify director of any hazards that you cannot rectify or fix yourself.
- Do head counts periodically throughout the day more often through transitions.
- Position yourself and equipment (through well designed play learning environment that foster the best development opportunities for a child's development) so that it allows for best view of children in your care, so you can see potential problems quickly or be proactive by engaging in communication quickly before issues develop.
- Ensure that records of when children arrive and depart are updated and completed periodically throughout the day. Know your accurate group number at all times.
- Do not carry out activities that take your attention away from the group of children e.g. Phone use, vacuuming, files, when you are in ratio for your group size.
- I D unfamiliar persons that are picking up children seek out that the person has authorization from parent or/and from child's file before releasing child.
- Establish simple, age appropriate classroom rules that are positive ("indoors we walk") and simple that reinforce safety and respect to all in Centre.
- Monitor for children's health by being watchful for early signs; fever, illness, or unusual behaviors inform parent.
- In the event of an incident that has injured the child physically or impacted the child emotionally but is not of a serious life threatening nature a quick phone call to the parent should be considered.
- Maintain staff to child ratios and max group sizes at all time.

## WORKING ALONE

- Engage yourself directly with the children and situate yourself with a small group so that you can still see or actively engage verbally without the need to shout across the room to give guidance to other children.
- Plan for this part of the day to ensure that developmentally appropriate and centers of interest are available for the children present.
- In the event that you do need to go for supplies (toilet paper cloths, playdough making, extra toys etc.) you will need to bring all children with you (try and get these things done before the 2<sup>nd</sup> staff leaves for the day)
- Close Centers when you feel that you are not able to supervise or have a good visual on the happenings within that part of the room or play Centre.
- Reduce lively play to where you can be directly involved only.
- Keep communication to the necessary, with parents when they are entering to pick-up or drop off children.
- Merge with the next room when numbers are lower.
- Under no circumstances should you have your back to the playroom or engaged yourself in an activity that reduces your sight or hearing (vacuuming, playing in a tent etc.)
- Keep a doorway open to hallway (door to washroom area between Tot and Junior), so that you will be heard if you need to call out for help.
- In the event of an emergency and you cannot move an injured child, send a child to get help in the next room.