Critical Reflection Prompt #183

It is a requirement that children 'are offered food and beverages on a regular basis throughout the day'. How do you achieve this for children who may be hungry outside of routine meal times? How flexible are your meal times - can they be moved to support children's needs on the day? How do you support children to recognise hunger signs and what this feels like so they can have autonomy over when and how much they wish to eat?

RARE
Early Childhood Support Services
Supports Regulation 78
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Critical Reflection Prompt #186

How do you make sure that everyone is aware of their requirements under child protection law? Including all employees, students and volunteers? What processes do you have in place to support this? How do you know that your policies and information you provide aligns with the requirements of the child protection law around being a mandatory reporter? How do you ensure this protects the safety of the children?

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Early Childhood Support Services
Supports Regulation 84
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Critical Reflection Prompt #189

How to you ensure that your Self-assessment Tool (or QIP if you still use one) has been updated regularly? How do you keep track of any changes you have made in the service to add these to the document? What systems have been developed to help capture these stand out moments across all levels of the service so the document reflects all aspects of the service? How do you keep track of all of the progress towards goals to update this?

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Supports Regulation 56
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Critical Reflection Prompt #182

When it comes to providing children 'access to safe drinking water at all times' reflect on how you achieve this in age appropriate ways. Are children likely to present risks if they have access to all children's bottles, particularly if children developmentally mouth items as part of their exploration? How do you connect children to feelings of thirst and how to manage their own body needs to support them to have agency?

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Critical Reflection Prompt #185

When it comes to meeting the requirements around illness, injury, incident and trauma reporting, it is important to consider the accuracy of these documents and how they support compliance. How do you ensure educators know what to put in the form, and how to make sure that they are completed in professional ways? How do insure these incidents are prevented from happening in the future by modifying your practices?

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Supports Regulation 85, 86, 87
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Critical Reflection Prompt #188

There are several requirements around supervision and ratio that require educators to be actively working with children, which includes being present physically and engaged with the children. How do you ensure that this is prioritised at all times within the service? How often do educators get pulled away from the children to complete other tasks? Can children be safely involved in tasks to support this requirement?

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Supports Regulations 13, 122, 151
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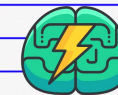
Critical Reflection Prompt #190

When exploring sleep and rest policies, procedures and risk assessments how do you make sure they not only support children's safety, but they also protect the rights of the child. How do you work with families to ensure that they understand these needs and a negotiation is made that advocates for the safety and rights of the child? How do you research best practice and communicate this information to families?

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Supports Regulation 84, 84A-84D
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Critical Reflection Prompt #184

When it comes to your menu and meeting the requirements around this, how are you communicating your menu to your families, given your approach to how families engaged with your service? Are all families going to see the displayed menu in the service? Does your communication of the menu allow families to understand what is in the meals? How do families of children with alternative meals know what they are eating?

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Supports Regulation 80
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Critical Reflection Prompt #187

For educators to be actively working towards a qualification there has to be evidence of them making progress in their course. Consider what systems you have in place to support this progress to be made? Do you provide study time during shifts? Do you offer a mentor or specific educator to help with study questions? Have you been reviewing student's work to ensure they are understanding an making progress?

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