

Critical Reflection Prompt #192

In line with minimising the spread of infectious disease in the service, how do you achieve this? What are your policies around staff with illness attending the service? What signs and symptoms are educators trained to look out for to refuse care to unwell children? What questions do educators ask families at drop off to know how their child is? What cleaning practices change when illness is around in the service and local community?



Supports Regulation 88
www.rare.support



Critical Reflection Prompt #195

When completing forms inside the service, such as medication forms, how accurate is the information provided? Do educators think putting what "should" be on the form is better than putting facts on the form? Do they understand the impact false information could have? For example if a child was given a dose of medication later than they were meant to, as it was forgotten, this can lead to doses too close together which can harm the child.



Supports Regulation 92
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Critical Reflection Prompt #198

With the new transportation of children regulations, if you do not transport children how do you show that you have read and understood them, and that you know they are not applicable to your service? If you do transport children, how do you make sure you can achieve the requirements without impacting the safety and wellbeing of all children, those on the transport and those still in/ transitioning into or out of the service?



Supports Regulation Division 6A and 7
www.rare.support



Critical Reflection Prompt #191

When it comes to notifying parents/guardians around an incident/injury/illness that their child has been involved in, how do you go about this? Do you consider the way this information is shared and the impact it may have on the parent? What details do you provide so that families can make an informed decision as to how to best care for their child in this situation? How do you advocate for children's wellbeing and safety needs in these times?



Supports Regulation
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Critical Reflection Prompt #194

When it comes to medical conditions and their management for children what systems do you have in place that support not only the requirements but also the needs of the child? How do you communicate these among the team to ensure that the child's needs are consistent? How do you define roles and responsibilities to support children's medical conditions through tasks such as sharing changes, keeping medications in date etc.?



Supports Regulation 90
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Critical Reflection Prompt #197

What excursions do you go on regularly with the children, where they are taken out of the licenced premises? This could be a trip around the block, to go and check the mailbox, or to complete an evacuation drill. Do you have risk assessments for all of these excursions to identify how you will manage potential hazards? Do you have these built into enrolment forms to collect permission once every 12 months?



Supports Regulation 100, 101, 102
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Critical Reflection Prompt #199

How do you ensure that your service is in good condition? What standards do you have around cleaning and looking after the furniture and resources? Do you follow the guidelines in Staying Healthy around when and how to clean? Do you role model care and respect for the environment and resources if you want children to look after them? How do you balance this while still maintaining ratio with the children?



Supports Regulation 103
www.rare.support



Critical Reflection Prompt #193

When it comes to first aid kits they need to be suitably stocked for the environment in which they are kept, in line with WHS codes of practice. How do you make sure this is achieved within your service? How do you check first aid kits to ensure their contents are not expired, does not present additional risks to children, and support information gathered at first aid training? How do you know what to put into each first aid kit?



Supports Regulation 89
www.rare.support



Critical Reflection Prompt #196

What systems do you have in place to ensure the collection of children from the service is occurring in line with the regulations? What evidence do strangers need to provide to prove they are an authorised person? How do educators know who the authorised people are who can collect a child? If a new person is known to be collecting a child on a day how is this information shared to prevent an educator needing to leave ratio to check?



Supports Regulation 99
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