

Critical Reflection Prompt #202

What systems do you have in place to manage soiled clothes within your service? Consider how you ensure they are not cross-contaminating other items? How do you make sure they are kept out of reach of children? How do you notify families of the soiled clothes discretely to protect the child's dignity? How do you know that if you send items home to be washed they will be returned clean and safe for the children to use?



Supports Regulation 106
www.rare.support



Critical Reflection Prompt #205

How do you manage the ventilation, air quality and air temperature inside the service? What factors determine whether windows & doors should remain open or closed, such as bushfires, nearby construction, high pollution levels? What temperature zone has been determined for the safety and comfort of the children, and how is this communicated and enforced? How does this reflect your context in both summer and winter?



Supports Regulation 110
www.rare.support



Critical Reflection Prompt #208

Consider the way you ensure shaded areas within the service. Do they allow for children to be sheltered when engaging with stationary experiences such as table activities, sandpit etc.? Does the shade vary due to time of day/time of year (e.g. a tree with less leaves reduces shade)? How do educators move children with the shade through the day? How is the shade contextual to the needs of the service? How are children encouraged to seek out shade?



Supports Regulation 114
www.rare.support



Critical Reflection Prompt #201

When you think about the adequate provision of furniture for children do you also think of the outdoor space? How do children who prefer to sit at experiences, or need to sit down at times to support their needs, have access to these opportunities? How does your outdoor furniture provide opportunities for education and care with children having access to a range of experiences that support a range of learning preferences?



Supports Regulation 105
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Critical Reflection Prompt #204

When you think about your toilet facilities for the children, how do you maintain supervision while also supporting children's dignity and privacy? Are the toilets placed in an area that requires an educator to be away from the group to monitor them? How does this support supervision of all children and child protection matters? Are the bathrooms so central that visitors/volunteers/families can view children using them? How is this risk minimised?



Supports Regulation 109
www.rare.support



Critical Reflection Prompt #207

Consider your nappy change facilities and how they achieve the following:

- easy access to items required, including bins, without needing to cross contaminate surfaces?
- opportunities for both hygiene practices and meaningful interactions with children?
- child protection needs to be considered including staff not being left unsupervised with children?
- children not having access to the area unsupervised?



Supports Regulation 112
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Critical Reflection Prompt #200

When you think about the fences in your service how do you know that they are adequate to prevent children's movement through, under or over them? How are educators trained on the placement of equipment to make sure it does not create an opportunity to climb to the top of fences? How do your risk assessments support your approaches to gates and fences? How do you support individual children's needs around this?



Supports Regulation 105
www.rare.support



Critical Reflection Prompt #203

When you consider the way you use your space within the service does it allow for the regulatory space per child requirements to be met? If you have a programming corner in the room or have changed which age group is using a room do the children still have 3.25m² per child? If you have been sending two rooms into a shared yard to make it easier, or have closed off spaces in the yard, is there still 7m² per child?



Supports Regulation 107 &
108
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Critical Reflection Prompt #206

How do you provide an administrative space that allows for private conversations with families or staff? Consider who can see into the space, whether anyone else will need key items kept in the space (such as sign on sheets), whether using that space for extended periods impacts others doing their jobs etc.? How can you identify and address potential issues with your space to reduce these from impacting stakeholder relationships?



Supports Regulation 111
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