

RISK ASSESSMENT- GUIDING QUESTIONS / ACTION PLAN

POTENTIAL THREAT/EMERGENCY	Coronavirus (COVID-19)
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OBJECTIVES

1. Control the internal and external environments
2. Remove/ mitigate the risk of spreading the infection
3. Establish routines to control the risk and continue to deliver the education and care program
4. Ensure Educators are aware and confident to facilitate the new routines
5. Become prepared to manage the impact on a potential reduction in occupancy
6. Become prepared to facilitate a forced closure of the service

GUIDING QUESTIONS	NOTES AND ACTIONS
Information and crisis status reports	
What accurate and reliable sources do you have in place to stay updated with crisis developments?	<ul style="list-style-type: none"> • Australian Government Department of Health- Health Alerts Australian Government Department of Health- Coronavirus (COVID- 19) Information for schools and early childhood centres, students and Parents/carers • Health direct COVID-19 information by state and territory • Safe work Australia Coronavirus (COVID-19): Advice for Employers • NSW school updates app CLICK HERE
How will you present relevant information to Educators, children and families?	<ul style="list-style-type: none"> • Australian Government Department of Health- Coronavirus (COVID-19) campaign resources • Hand washing posters displayed next to Gate entry and exit point, admin spaces, children’s and adult’s bathrooms. • Educators through Deputy, direct emails and daily meetings informed about vaccine availability, service COVID measures and other updates • Families through Emails, face to face and Kiosk – as required with relevant updates from the Health Department, The Dept of Education and the ECECD • Educators Through Emails, face to face and deputy newsfeeds – as required with relevant updates from the Health Department, The Dept of Education and the ECECD • Children Through daily reminders, children friendly group discussions and one on ones and centre signage

Control the environment – children / Parents/carers / Educator / visitors

What are our initial points of contact at the start of each day? What are our final points of contact at the end of each day?

- Security Gate 1
- OOSH room

Before school care

- Corridors, Centre door, educators’ and children’s toilets are all secured open, to reduce shared handle touching (excluding private areas e.g. toilet cubicle), excluding educators opening service in the morning, who must wash and sanitize hands upon arrival.
- Doorknobs sanitised post opening, with disinfectant spray, before children arrive.
- Parents/carers remain off site at Gate 1
- Gate iPad is disinfected after all children are signed in at the service
- Parents/carers wear masks and check themselves in using QR code on the gate
- Parents/carers socially distance from one another, outside school premises
- Parents/carers and designated gate educator socially distance, either side of Gate 1
- Prior to breakfast, children are directed to the bathroom where they wash, dry and sanitize hands.
- Children are directed to wash hands after all bathroom use, and coughing or sneezing
- Strong coughing and sneezing hygiene promoted on centre signage and by educators
- OOSH room deeply cleaned after every morning, logged on checklist to guide and record cleaning practices.

After school care

- Corridors, centre door, educators’ and children’s toilets are all secured open to reduce shared handle touching (excluding private areas e.g. toilet cubicle), excluding single educator who locks all school gates/ corridor doors at 3.30pm, who is encouraged to wash and sanitize hand afterwards.
- Prior to afternoon tea, late snack and throughout afternoon, children are directed to the bathroom where they wash, dry and sanitize hands. Children are supervised by an Educator member to wash their hands with soap for 20 seconds, and supervised to ensure application of hand sanitiser
- Parents/carers remain off site at social distance from gate educator and other Parents/carers
- Parents/carers wear masks and register themselves using QR code available outside Gate 1.
- Designated educator at gate signs out children upon Parents/carers’ arrival
- Gate iPad is disinfected after all children are signed out of service

Vacation care

- Doorknobs are sanitised after opening, before children arrive.
- All educators check their temperatures, and wash and sanitize their hands upon arrival
- All educators in the OOSH centre, school grounds and security Gate 1 wear protective face masks
- Parents/carers remain off site at Gate 1, leaving child with allocated Gate educator.
- Parents/carers socially distance from Gate educator and one another, as per appropriate signage.
- Parents/carers check themselves in using centre QR code and must wear masks
- Gate educator logs which parent/carer is present, and their compliance with centre COVID safety measures.
- Gate iPad is disinfected after all children are signed in.
- Same Gate process are upheld for peak collection periods, from 3.00 to 6
- Children wash and sanitize hands before all meal times
- Children are directed to wash hands after all bathroom use, and coughing or sneezing

	<ul style="list-style-type: none"> - OOSH room deeply cleaned after every care period. Cleaning procedures are logged on checklist to guide and record practices - All doorknobs sanitized after service period
<p>Where would the most effective locations be to place hand sanitising stations?</p>	<p>Before school care</p> <ul style="list-style-type: none"> - Educators - Hand sanitiser is available on arrival and departure at the entrance of centre. Fully equipped handwashing stations are available in centre kitchen or adult bathrooms next to school office. - Parents/carers - Hand sanitiser is available at the Gate area upon request - Children - Hand sanitiser is available on arrival and departure at the entrance of OOSH room. Handwashing station, with soap, hand drying and child-appropriate signage, available in children’s bathrooms. <p>After school care</p> <ul style="list-style-type: none"> - Parents/carers - Hand sanitiser is available at the Gate area upon request - Educators - Hand sanitiser is available at the electronic sign in/out area, and available on arrival and departure at the entrance of centre. Handwashing station is in centre kitchen or adult bathrooms next to school office. - Children - Hand sanitiser is available on arrival and departure at the entrance of centre. Fully equipped handwashing is available in children’s bathrooms
<p>Where would the most effective locations be to place handwashing and sanitising posters?</p>	<ul style="list-style-type: none"> ● OOSH Centre noticeboard ● Kitchen area ● Adult bathrooms ● Children bathrooms
<p>What practical information can be given to families regarding COVID-19?</p>	<ul style="list-style-type: none"> ● Monitoring children’s temperature- Staying Healthy-Preventing Infectious diseases in early childhood education and care services ● Ask Parents/carers to use the health direct symptom checker for COVID-19 available here ● Parents/carers can utilise the Coronavirus Australia App which gives extensive amounts of information regarding; advice, news, symptoms, register of isolation, etc
<p>What information do I have readily available to support a decision not to allow access?</p>	<ul style="list-style-type: none"> ● Contact your Public Health Unit. COVID-19 is a notifiable condition under the Public Health Act. Click here ● Contact your state regulatory authority- Click here ● Print information from Department of Health click here

Control the environment - deliveries

<p>How can we minimise the need for a delivery person to enter the service?</p>	<ul style="list-style-type: none"> • Inform all delivery services of contact number to receive goods. • All school gates remain locked • Gate signage informs deliveries of off-site delivery procedures, including contact phone number, QR code to check in, and current COVID Safe Regulations off-site regulations • Minimum educators to collect deliveries off site, wearing face masks, and bring into centre • Educators sanitise hands after collection
<p>Is there a secure, dry location outside of the entry where goods can be left?</p>	<ul style="list-style-type: none"> • Deliveries can be collected by school administration outside OOSH centre in secure, dry location if educators are unavailable, to ensure deliveries remain off-site • School contact numbers available on Gate 4
<p>How will we manage receipt of the goods if a signature is required?</p>	<ul style="list-style-type: none"> • Signature of goods received- Educator will use their own pen, sanitised. If signing on a device, they will wash hands and use hand sanitiser immediately after touching.

Control the environment – inside and out	
<p>What are the common points of contact during normal operations?</p> <ul style="list-style-type: none"> • OOSH room • Office • Kitchen • Bathrooms • Fig tree area • Sports Equipment • Spots equipment sheds • Play equipment area • Buddy benches • Ping pong tables • Walkie talkies • iPads • Centre phone 	<ul style="list-style-type: none"> • An extensive cleaning roster and checklist is prepared for designated educators to complete and log before close of business. • Educators complete daily deep cleans after morning and afternoon shifts, guided by and logged on iAuditor • Kitchen cleaning checklists completed after every morning and afternoon shift • Items which are being utilized often are being sanitized after each use. • Windows are left ajar to sustain ventilation • Hand washing stations always available for staff at centre kitchen or adult bathrooms located near school admin office. • Hand washing stations always available for children at the children’s bathrooms • Doors secured open to prevent contact
<p>Based on common (frequent) points of contact where should additionally hand sanitising stations be placed?</p>	<ul style="list-style-type: none"> • Hand sanitiser available on arrival and departure at the entrance of OOSH room. • Hand sanitiser available at entrance to office and kitchen area • Hand sanitizer available in adult bathroom spaces
<p>Where can we position visual prompts to remind all adults and children of coughing and sneezing etiquette, hand washing and social distancing (where practical)?</p>	<p>Coughing and sneezing etiquette</p> <ul style="list-style-type: none"> • Next to OOSH Centre office • Outdoor notice board • Centre windows <p>Social distancing</p> <ul style="list-style-type: none"> • Gate 1, at parent collection point • Next to OOSH Centre office • Outdoor notice board • Centre windows <p>Hand washing</p> <ul style="list-style-type: none"> • Adult bathrooms • Children bathrooms • Centre kitchen • OOSH Centre office

<p>How can we arrange furniture and equipment to improve the ability of social distancing without compromising supervision? (Consider: group activities, staggering meals and rest areas)</p>	<p>Children social distancing</p> <ul style="list-style-type: none"> • To follow Department of Health Social Distancing in schools • Desks inside OOSH room moved into small group configurations. • Numbers limited put in place for indoor play areas. No more than 15 children in OOSH room, and 30 in library. • Small group play encouraged • Use more licensed space on school grounds if needed. E.g. classrooms, hall, library, teacher staff room. • Set up for and encourage outdoor play • Limit play equipment • Staggered hand washing before afternoon tea and late snack. • Staggered queuing for afternoon team and late snack. • Educators ensure children are social distancing at group gatherings, such as afternoon roll call • Remove group cooking activities <p>Families & visitors</p> <ul style="list-style-type: none"> • To follow Department of Health Social Distancing in schools • Parents/carers must wear face masks and check in using service QR code, for contact tracing • Designated educator rostered to sign in and out children, and communicate with Parents/carers. • Parents/carers and visitors remain outside school premises
<p>Are the regular cleaning routines enough in steps and frequency to maintain the required level of hygiene?</p>	<ul style="list-style-type: none"> • Increase cleaning of high-touch surfaces- taps, tables, bathrooms, toys, doors, handles • Designated educator rostered for daily deep clean, cleaning kept to high standard and monitored with checklists • All cleaning recorded and monitored using iAuditor • Reduce use of plastic and metal objects Department of Health- Environmental cleaning • Department of Health Information for employers
<p>Should we consider alternative chemicals or solutions?</p>	<ul style="list-style-type: none"> • Check with Staying Healthy in Childcare for information on infectious diseases. Implement cleaning and infectious control procedures that should be used outbreaks of gastroenteritis (gastro). (see guide for management and control of gastroenteritis outbreak in children’s centres)
<p>Do we have adequate supplies of basic consumables? If not, who are our most reliable suppliers in the event of scarcity?</p>	<ul style="list-style-type: none"> • Coles and Woolworths Online will deliver to vulnerable members of the community during this crisis. We are registered as a Priority Service. • Our Educator are also able to visit the shopping centre when delivery is unavailable • Ecomist reliably supplies our fundamental cleaning resources (disinfectant spray, bulk hand sanitiser, hand soap, neutral spray etc)
<p>Are we able to obtain food supplies to maintain our current menu for snacks and meals? If not, who are our most reliable suppliers in the event of scarcity? Can we easily adjust our menus based on food availabilities?</p>	<p>Options may include:</p> <ul style="list-style-type: none"> • www.harrisfarm.com.au • www.iga.com.au • www.foodworks.com.au • www.aldi.com.au • www.woolworths.com.au/online/grocery • www.coles.com.au <p>Menus have been adjusted to suit the size of the reduced numbers attending before and after school care services.</p>

Control the environment – play areas and equipment	
Are there structures or play equipment that encourage children to be grouped in proximity? If so, can it be arranged to promote distancing?	<ul style="list-style-type: none"> • Distancing always encouraged. • Afternoon roll call is conducted at a social distance in an outside, sheltered area at the Cola • Afternoon tea service is staggered, to reduce proximity in corridor areas • Adequate balls and equipment are supplied outdoors to promote small group play in spacious areas • When educators and child ratios allow, increased licenced areas are made available
Can the number of children using the same equipment (or on the same structure) be controlled to promote social distancing?	<ul style="list-style-type: none"> • Number of children in supervised areas always limited to reflect ratios and COVID safe distancing. • Centre signage enforces COVID Sae distancing numbers • Children encouraged by educators to play in small groups, across designated licenced areas
Would it be an option to exclude the use of play equipment (or structures) to support social distancing and supervision?	<ul style="list-style-type: none"> • Retaining use of play equipment and balls, while school equipment is cleaned daily by school employed cleaning services, and OOSH balls and equipment are cleaned daily by educators • Excluding use of sand pit areas.
Family engagement	
What changes (if any) do we need to make to ensure we retain reliable and effective communication with families?	<ul style="list-style-type: none"> • Engage a proactive approach. Send regular updates (with no jargon) to reassure families of our risk mitigation strategies and hygiene processes and practices • Use one reliable source for information- Department of Health Personal emailing depending on the circumstances. • Maintain regular updates with the PMC. • Up to date information about centre COVID19 policy, practice and risk assessments available on service website
What regular information should we provide to ensure we retain their trust in our approach to manage the crisis?	<ul style="list-style-type: none"> • Strategies the service has implemented to ensure high priority of health, safety and wellbeing for all families, children and Educators. • Children helpers have been removed at mealtimes and Educators are serving food, following proper food handling techniques for hygiene. • Alert families of any changes to routines and practices • Bookkeeper is providing families with information about CCS and fee payment • Families receiving CCS have had their gap fee waived • Updated COVID Safe Plan and COVID Risk Assessment available to families on service website, for transparency
What steps will we take to continue to engage with families if they remove their child from care during the crisis period?	<ul style="list-style-type: none"> • Families are updated with the appropriate information while not using the service and to support them for when they need to return for care.
What support can we continue to provide (education and play activities) the children if they have been removed from care during the crisis period?	<ul style="list-style-type: none"> • Provide ideas and strategies for Parents/carers to use whilst at home with their child. • Children not attending care are welcomed to engage socially with the service and attending children through online organised, group activities • Children not attending OOSH service, and children still attending OOSH are all welcomed to regular, organised online Zoom meetings, to engage socially • Children not attending OOSH service, and children still attending OOSH service, engage in service-organised, accessible games, and

- cross-student competitions.
- Care packages distributed to children from the OOSH service throughout the crisis period, to keep children engaged and uplifted

Continuity of educators and Educator	
How will we manage an incident of a worker presenting symptoms while on shift?	<ul style="list-style-type: none"> • The Educator member should be sent home as soon as possible and avoid any unnecessary contact with other Educator or children. • Clean and disinfect all areas Educator member has contacted • Ensure educator independently accesses a COVID19 test • Educators must isolate until receiving results • All educator test results are forwarded to the service and filed. • Maintain clear and open communication and updates from all isolating educators
How do we manage a situation whereby we have learnt that a worker has come in close contact with person infected with COVID-19?	<ul style="list-style-type: none"> • Employee must self-isolate for 14 days Department of Health Isolation guidelines • Employee must forward COVID test results to centre • Employees all submit COVID declaration to confirm they have not presented symptoms or attended COVID hotspots • Inform the school principal
If workers are directed to be absent from work due to periods of quarantine or isolation what steps are in place to ensure continuity of care and compliant educator to child ratios?	<ul style="list-style-type: none"> • Communication will be sent out to other educators to replace absent educator, via Deputy or direct phone contact • Anzuk or Randstad will be contacted if centre employees can't cover shifts. • If the absent educator is going to have a long-term effect of roster, then centre will hire more casual educators to ensure ratios are adhered • Supervision must remain highest priority for children's health and safety
What steps will we (workers) take to employ a level of social distancing that will not impact the level of education and care we provide to the children?	<ul style="list-style-type: none"> • All staff wear face masks in outdoor and indoor settings • Reduce number of children in groups/using bathrooms and washing hands • Ensure social distancing whilst children are engaged in activities Rotate use of outdoor/indoor environments • Cancel incursions for vacation care that won't meet the social distancing regulations. • Cancel all excursion vacation care programs
What strategy (or media) will we employ to replace our Educator meetings or professional learning?	<ul style="list-style-type: none"> • Deputy will be used as the main source of communication for Educator prior to shifts to be informed about any changes. • Meetings will now be done through google teams, OneDrive, Zoom and emails • Maximise online modules for professional learning, when within the centre's budget
What changes (if any) do we need to make to ensure we retain reliable and effective communication between workers?	<ul style="list-style-type: none"> • Use of daily alerts/updates on Deputy • Use one source of reliable information to share with Educators and community- Department of Health • Check in with all Educator for wellbeing • Educator will receive a wellness pack to assist with wellbeing and mental health with use of online tools to assist with Educators wellbeing (beyond.edu.au) (https://mousercontent.com/4b8b3e965368982425b85c6dc/files/f747be9e-fc5c-b768-925e-418986f53caa/Educator_Wellbeing_Newsletter_2.pdf?mc_cid=f6b71c70e3&mc_eid=ed1a4d6186 – Educator's Wellbeing newsletter) • Educators with loss of work informed about available government financial support, and retain open communication with part-time and full-time staff about leave options

<p>What steps can we take to support the health of our employees?</p>	<ul style="list-style-type: none"> • Enhance hygiene practices for Educators- handwashing, temperature checks, and face masks mandatory for every shift • Provide all Educator with constant access to handwashing stations, sanitiser, disposable masks, gloves and tissues • Ensure robust infection control and cleaning procedures, including training and checklists are upheld • Promote annual influenza vaccine for Educators • Ensure Educators who are sick with influenza-like symptoms not attend service • Daily 15 minutes meeting includes opportunity to check in with staff • Administration and programming work to be done from home, with meetings over the phone or Zoom
<p>How will we manage an outbreak and ensure adequate information is given to Public Health Units (18/06/20)</p>	<p>Children information:</p> <ul style="list-style-type: none"> • The roll of the required days provided by the to Public Health Units with the information and contact details of 2 Parents/carers will be generated on QIK KIDS • Log onto Qik Kids – Reports – Attendance – “Contact Report: children attending on day” • Refer to COVID roll - logging which parent collected children, when gate in operation <p>Staff information:</p> <ul style="list-style-type: none"> • A report of staff working on shift will be generated on deputy • Report will include hours staff were working, and contact information • QR code scanned by all staff upon arrival for contact tracing • All staff provide regularly updated COVID declarations <p>Visitor Information</p> <ul style="list-style-type: none"> • Visitors are not permitted on school premises • Any visitors to OOSH centre will check in with centre QR code for contact tracing • All visitors will provide the centre with their phone and emergency contact information
<p>How will we monitor staff being tested?</p>	<ul style="list-style-type: none"> • Staff are required to notify the director if they get tested for COVID 19. They will need to make note of the: <ul style="list-style-type: none"> ○ Date of the test ○ Time of the test ○ Location of the test ○ Result of the test • This information will be shared with the principal to trace and log COVID testing within the school • All Staff complete COVID QR code sign in upon arrival

Financial health	
What steps will we take in the event of a reduction in occupancy due to families removing their children from care during the crisis?	<ul style="list-style-type: none"> • Full time and Part time educators will still be required to work and complete administration tasks for the centre. • Casual educators will have a reduction in shifts but will be informed about Centrelink availability and application processes. • Open communication between management and casual staff about financial positions • Annual and long service leave will be addressed in correlation to the CSA.
How flexible is our organisational structure in respect of consolidating the roster based on a reduction in occupancy?	<ul style="list-style-type: none"> • The structure of the organisation allows us to utilise our Full time and part time educators. • Our centre has many casual educators we can utilise to ensure correct child to Educator ratio in changing conditions
How flexible is our floor / room layout? Can we effectively group children into less rooms maximising ratios and supervision?	<ul style="list-style-type: none"> • We have many licensed, indoor and outdoor areas across the school premises we flexibly employ. This allows our service to effectively adapt to regularly changeable numbers while ensuring COVID Safe Practice, such as social distance and effective ventilation, and best supervision practice, such as educator to child ratios • Our OOSH room is consistently available for significantly reduced numbers
What are our fixed and flexible costs?	<ul style="list-style-type: none"> • Educators is a flexible cost and of the highest concern. Rent for external offices has ceased with a terminated lease, working from home during non-contact hours, looking at subscriptions and insurances will remain fixed
Can we negotiate a reduction of some fixed costs for the duration of the crisis period?	<ul style="list-style-type: none"> • Renting licence fees have been waived from 28.06.2021
Can we suspend or reduce some flexible costs for the duration of the crisis period?	<ul style="list-style-type: none"> • Food costs have drastically reduced due to the number of children attending • Activity resource costs have reduced due to reduced number of children, especially in Vacation Care period and programming

<p>What government support is available to offset the financial impact of the crisis?</p>	<ul style="list-style-type: none"> • Early Childhood Education and Care Relief Package • COVID Disaster Payments are available to staff who have reduced hours: currently (\$325-\$500/wk for workers not on Centrelink, \$200/wk on Centrelink) https://www.servicesaustralia.gov.au/individuals/services/centrelink/covid-19-disaster-payment-new-south-wales • Test and isolate payments are available for eligible staff isolating after their COVID19 tests: Apply for the Test and Isolate support payment Service NSW • Small business grants are available from the NSW State government: Businesses, sole traders and small not-for-profits NSW Government • Community Child Care Fund (CCCF) special circumstances COVID - 19 • Grants are available through the Community Child Care Special Circumstances Fund for childcare providers experiencing financial viability issues as a result of COVID-19, for example, withdrawals, reduced enrolments or service closures. https://www.education.gov.au/community-child-care-fund-cccf-special-circumstances-covid-19-bushfire-and-drought-support • Community Child Care Fund Special Circumstances COVID - 19 Application Form https://docs.education.gov.au/documents/community-child-care-fund-special-circumstances-covid-19-application-form
<p>Closure of the service – forced or voluntary</p>	
<ul style="list-style-type: none"> • What preparations can we make if closure is imminent? 	<ul style="list-style-type: none"> • We will be following the service closure checklist if we are directed into a forced shutdown.
<p>Programming and Activities</p>	
<ul style="list-style-type: none"> • What limitations to the use of outdoor equipment or activities can you implement to reduce the spread of COVID 	<ul style="list-style-type: none"> • Activities which include the use of high equipment exchange between children are limited or removed completely. • Removals: Gymnastics; forts; obstacle course equipment; sports bibs are removed from programs and not available for kids • Limitations: Available sports equipment is limited to enable thorough cleaning practices; children encouraged to play with equipment in small groups; playdough/slime/clay to be used only once then taken home or disposed of • Children will wash their hands daily after school and before play, during water breaks, after using the bathroom, and before late snack • All service equipment disinfected at the end of every shift. All disinfecting processes guided and logged using iAuditor.
<ul style="list-style-type: none"> • How has the service managed the use of cooking as a skill of education 	<ul style="list-style-type: none"> • All group cooking activities are removed from programs to reduce the spread of COVID 19. • Cooking activities are only items which children can create individually • Children wash and sanitize their hands before and after cooking, using their own utensils and set of ingredients • Cooking activities be run by an educator upholding proper hygiene practices (washed and sanitized hands, gloves, hair tied back) • Children are refused to participate in cooking, and undergo first aid check, if they display any flu like symptoms • All cooking utensils are washed and air dry after every use <ul style="list-style-type: none"> • E.g. berry pastries:

	<ul style="list-style-type: none"> ▪ Prior to activity, children will wash their hands and walk to cooking area avoiding touching anything ▪ Children will spread out in front of their individual stations ▪ Staff will cut out pastry wearing gloves ▪ Children will get their own serving of berries ▪ Children will have their own plate, spoon ▪ Once children have finished adding berries to their pastry and rolling it up they will hand their plate to the educator who will cook. ▪ Children will then wash their hands and return to afternoon
<ul style="list-style-type: none"> • How has the service planned for a return of children to OOSH regarding activities 	<ul style="list-style-type: none"> • Activities will be offered in smaller groups of children. E.g. Jelli Baff will be run with small groups using their own tools • More licensed areas will be made available, to continue to uphold distancing with greater numbers • Strict cleaning measures will be implemented for items which are used frequently. This includes disinfecting: <ul style="list-style-type: none"> • Stationary caddies • Desks • Book and games shelves • Toys • Art Supplies • Outdoor equipment • Strict cleaning measures will be logged twice daily and upheld using cleaning checklists and approved cleaning products • Cleaning will be logged twice daily by both the kitchen, and general supervision educators
<p>Interactions with families</p>	
<ul style="list-style-type: none"> • How have you managed the control of family members on site 	<p>After School Care</p> <ul style="list-style-type: none"> • Parents/carers remain off school premises • Parent will meet assigned educator at Gate 1, at a social distance from the educator and other Parents/carers. • Parents/carers check in with service QR code and must wear face masks • Educator at the gate call over walkie-talkies for children being picked up and supervise safe parent collection • Educator at the gate record: children signed out, when, by whom and Parents/carers' compliance with COVID measures • Only the educator at the gate will use the iPad and disinfect it before and after use. • Queries to management need to be sent via email or phone communication <p>Before School Care</p> <ul style="list-style-type: none"> • Parents/carers remain off school premises • Parents/carers meet assigned educator at Gate 1, at a social distance from the educator and other Parents/carers. • Parents/carers check in with service QR code and must wear face masks

- Educator at the gate will record children who are picked up, when, by whom and Parents/carers' compliance with COVID measures
- Only the educator at the gate will use the iPad and disinfect it before and after use.
- Queries to management need to be sent via email or phone communication

Service closure checklist	
LEADING UP TO AND AT CLOSURE DATE	Tick off
REMINDER: maintain strict hygiene and social distancing practices throughout all phases of the closure period.	
Prepare an announcement letter/email to families: include close and forecast re-open dates	
Prepare a notice/poster of the closure period for the front door. Include similar information as in the letter to families and contact details	
Notify the Regulatory Authority within 24 hours of closure via the NQA IT System	
Ensure someone has been appointed to take and respond to emails during the closure period	
If necessary, prepare an information sheet for employees so responses are consistent when answering questions from Parents/carers and families	
Decisions will need to be made in respect of employee working arrangements and a reduced roster for the closure period. Paid leave: There is no current position if the Government directs a Service to close. Conditions are changing daily, if not hourly. Employer and employees are requested to 'negotiate this unprecedented circumstance'. If they can reach an agreement the employee may be able to access leave or take unpaid leave. https://www.fairwork.gov.au/about-us/news-and-media-releases/website-news/coronavirus-and-australian-workplace-laws	
Generate a mini budget for the closure period: Know your daily and weekly expenditures. What can be consolidated? What major payments can be suspended?	
Check premises for, and arrange for collection of any children's belongings	
Dispose of used play dough, paints, glues and pastes	
Reschedule emergency evacuation practices if due during closure period	
Reschedule family committee meetings, Educator meetings, events etc.	
Ensure a relevant voicemail message is set up for when phones are not attended	
DURING CLOSURE	
Hygiene Sweep (if required)	
Firstly, conduct a thorough clean of the facility, equipment and resources at the start of the closure period:	
Empty, wash, and disinfect all inside bins	
Wash and disinfect all children's chairs, tables, trestles and stools	
Wash and disinfect all toys, puzzles, resources	
Clean and organise craft and collage cupboards	
Remove all perishables from the fridge – take home or discard	
Clean and disinfect fridge	
Clean and disinfect bathrooms, kitchen and common areas	
Remove or give away any items which expire within 6 months	

Engagement with families and children	
Maintain open communication lines with families	
Schedule a regular email to keep families well informed. Include: Your facility preparations for re-opening, service medical clearance requirements, activities for children while away and anything else to keep them engaged with you and the Service	
Prepare a newsletter for this period and include relevant articles, activities and games and recipes	
Plan all related programming and activities for when the children return	
Any excess food which will need to be thrown out offer to families who require assistance	
Professional development reviews, appraisals, goal setting and Educator wellbeing	
Consider the opportunity to conduct Educator training and/or professional development plan reviews during the closure period	
Consider conducting Educator appraisals during the closure period	
Consider Educator wellbeing sessions to include yoga, meditation or simple stretch and relax	
Ensure Educator are kept well informed in respect of issues that may impact wages, entitlements and /or return to work	
Health and Safety	
Check and restock first aid kits as required	
Check and restock emergency kit as required	
Update and print emergency contact details	
General administration	
Ensure all records for children/families are up to date	
Complete general archiving tasks	
Confirm each child's Immunisation record is up to date	
Check court orders, medical condition action plans etc. for date expiration and advise families accordingly. Update in readiness for re-open.	
Quality Improvement	
The closure period may provide an opportunity to continue or catch up with your Self- Assessment and QIP	
LEADING UP TO AND INCLUDING RE-OPEN	
Organise a team meeting with employees to discuss re-open and work conditions	
Review Control of Infectious Diseases policy (and related policies)	
Communicate with families confirming re-open date and conditions	
Re-establish sanitiser stations and hand washing facilities for arrival and departure	
Generate re-open roster. 'Phase in' rosters may be required as attendance levels resume	
Order and stock kitchen according to the Service menu	
Set up the learning environment ready for the children to participate in play	
Display Service program for families to view on arrival	

Date Approved:		Who by:	Jerome Nel (Director) Rachel (Assistant director) Ella Kruger (WHS Coordinator)
Date of Amendment #1	10 th June 2020	Who by:	Kristen Venianakis (WHS Coordinator)
Date of Amendment #2	20 th July 2021	Who by:	Ella Kruger (WHS Coordinator)
<u>This is in line with the requirements of Regulation 88 in the Education and Care Services National Regulation</u>			