



E-1 Daily Routines

NQS

QA. 1.1	An approved learning framework informs the development of a curriculum that enhances each child's learning and development.
QA. 1.2	Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.
QA.2.1.2	Each child's comfort is provided for and there are appropriate opportunities to meet each child's need for sleep, rest and relaxation
QA. 2.2.2	Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.
QA.2.3.2	Children are adequately supervised at all times.
QA. 4.1.1	Educator-to-child ratios and qualification requirements are maintained at all times
QA. 4.2.1	Professional standards guide practice, interactions and relationships
QA. 6.1.1	There is an effective enrolment and orientation process for families.
QA. 6.1.3	Current information about the service is available to families.
QA. 7.1.2	The induction of educators, co-ordinators and staff members, including relief educators, is comprehensive.
QA. 7.3.1	Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements.
QA. 7.3.2	Administrative systems are established and maintained to ensure the effective operation of the service.
QA. 7.3.5	Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly

National Regulations

Reg. 56	Review and revision of quality improvement plans
Reg. 73	Educational Programs
Reg. 75	Information about educational program to be kept available
Reg. 168	Education and care service must have policies and procedures
Reg. 320	Educator to child ratios—children over preschool age

My Time, Our Place

LO. 1	Children feel safe, secure and supported
LO. 3	Children become strong in their social and emotional wellbeing
LO. 3	Children take increasing responsibility for their own health and physical wellbeing
LO. 4	Children use a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating



Policy Statement

We aim to develop and implement daily routines to reflect a balanced program that is stimulating, interesting and exciting and maximises the children's learning, while allowing children opportunities to play, explore and develop new skills. We recognise that children require structure and organisation as well as time for play and leisure therefore these needs will be reflected in our daily routines.

Related Policies

- Concord OSHC Policy A-1: Hours of Operation
- Concord OSHC Policy A-2: Priority of Access
- Concord OSHC Policy A-3: Philosophy
- Concord OSHC Policy A-5: New Children Orientation
- Concord OSHC Policy A-8: Dropping off and Picking Up
- Concord OSHC Policy A-9: Absent and Missing Children
- Concord OSHC Policy A-11: Maintenance of Records
- Concord OSHC Policy A-13: Participation and Access
- Concord OSHC Policy A-14: Complaints
- Concord OSHC Policy A-15: Role of the Management Committee
- Concord OSHC Policy A-19: NQF
- Concord OSHC Policy C-3: Staff Orientation and Induction
- Concord OSHC Policy D-3: Food and Nutrition
- Concord OSHC Policy D-22: Child Protection Policy
- Concord OSHC Policy D-23: Child Management
- Concord OSHC Policy E-2: Written Programs
- Concord OSHC Policy E-4: Movies, Videos and Television
- Concord OSHC Policy E-8: Homework
- Concord OSHC Policy E-9: Out-Of-Centre Activities

Procedure

A daily routine will be developed and implemented by the staff and Management Team.

The routine will reflect the Centre's philosophy.

The routine will be structured around regular events of the day such as arrival, departure, school drop off and collection and afternoon tea. The routine will incorporate times for a mixture of structured and unstructured activities.

The routine will take into consideration all children's needs in relation to their emotional, social, physical, creative and developmental areas (as per Regulation 73)

Developing each child's own creative leisure skills will also be a consideration when planning the daily routine.



The routine will be part of a review process and adapted to meet the varying and changing needs of the children in relation to before school, after school and seasonal conditions.

The routine will be recorded and displayed where staff and parents and children can clearly see (as per Regulation 75).

The routine will be flexible to meet the needs of the children and allow for spontaneity and enjoyment in the Centre.

Sources

- Educational and Care Services National Regulations 2011
- National Quality Standard (NQS)
- My Time, Our Place
- Privacy Act 1988
- Public Health Act 2010
- Family Law Act 1975

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