

## E-1 Daily Routines

### National Quality Standards (NQS)

1.1.1	Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators
1.1.3	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
1.2	Educators facilitate and extend each child's learning and development
1.2.1	Educators are deliberate, purposeful, and thoughtful in their decisions and actions
1.2.2	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback
1.2.3	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
2.1.1	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation
2.1.3	Healthy eating and physical activity are promoted and appropriate for each child
2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard
4.1	Staffing arrangements enhance children's learning and development
4.2.2	Professional standards guide practice, interactions, and relationships
6.1.1	Families are supported from enrolment to be involved in the service and contribute to service decisions
6.1.3	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing
7.1.1	A statement of philosophy guides all aspects of the service's operations.
7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service
7.1.3	Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the service

### Education and Care Services National Regulations

Reg. 56	Review and revision of quality improvement plans
Reg. 73	Educational program
Reg. 75	Information about educational program to be kept available
Reg. 76	Information about educational program to be given to parents
Reg. 168	Education and care service must have policies and procedures

### My Time, Our Place

1.1	Children feel safe, secure, and supported
1.2	Children develop their autonomy, inter-dependence, resilience and sense of agency
3.1	Children become strong in their social and emotional wellbeing

3.2	Children take increasing responsibility for their own health and physical wellbeing
4.2	Children use a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating

## Policy Statement

We aim to provide daily routines where the children can experience opportunities for learning, development and personal growth through enjoying play and leisure. We aspire to develop programs that utilise children's feedback, interests and meet their individual social, physical, intellectual, creative and emotional needs. Our daily routines and programs will reflect the Centre Philosophy.

## Related Policies

- Absent and Missing Children Policy
- Arrivals and Departures Policy
- Child Protection Policy
- Child Safe Environment Policy
- Complaints and Feedback Policy
- Enrolment and Orientation Policy
- Excursions Policy
- Extra-Curricular Activities Policy
- Family Participation and Communication Policy
- Food and Nutrition Policy
- Hours of Operation Policy
- Maintenance of Records Policy
- Movies and Television Policy
- Priority of Access Policy
- Programming Policy
- Role of Management Committee Policy
- Staff Orientation and Induction Policy

## Procedure

A daily routine will exist for all types of care: before school care, after school care, vacation care and pupil free days.

A daily routine will be discussed and implemented by staff. Family's feedback will be taken into consideration each time daily routines are reviewed.

The routine will be structured around operating hours, regular events of the day such as arrival, departure, school drop of and collection and mealtimes.

The routine will provide a mixture of structured and unstructured activities.

The routine will take into consideration the social, physical, intellectual, creative and emotional needs of each child.

The routine will be adapted to meet the varying and changing needs of the children in relation to before school, after school, vacation care and seasonal conditions.

The routine will be recorded and displayed in Centre and website which are accessible to staff, parents and children.

The routine will be flexible in order to meet the needs of the children and allow for spontaneous play and interactions.

### Sources

- Education and Care Services National Regulations 2011
- Family Law Act 1975
- Framework for School-Age Care in Australia – My Time, Our Place
- National Quality Standard – Australian Children’s Education and Care Quality Authority
- Privacy Act 1988
- Public Health Act 2010

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Version Control			
Version	Changes Made	Initiated By	Director Sign-off
v.2.202209	- Updated NQS, National Regulations and MTOP - Updated Related Sources - Minor wording update - Updated sources	Staff	
v.2.202006	- Removed overview of session routines - Minor working changes	Families Staff	
v.2.201905	- Updated links to NQS, National Regulations, My Time Our Place - Minor wording changes	Staff Staff	