SELF-AUDIT TOOL

NQS 2

SAMPLE

Children's health and safety

www.edutribe.com.au

NQS 2 SELF-AUDIT TOOL

Section 1: Improvement Plans

Date	Evidence Number *(2.1.1A)*	What needs to improve	Action (To be done)	When	Who	Progress made this month	Yes	No	Date
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Section 2: Instructions

EduTribe has sample documents that you can use for children's health and safety or you can create your own.

Resource List:

1. Child Safety and Wellbeing Policy https://www.edutribe.com.au/resources/child-safety-and-wellbeing-policy/
2. Sleep and Rest for Children Policy https://www.edutribe.com.au/resources/sleep-and-rest-for-children-policy/
3. Incident, Injury, Trauma and Illness Policy https://www.edutribe.com.au/resources/injury-incident-trauma-and-illness-policy/
4. Mandatory Reporting (Video) https://www.edutribe.com.au/resources/mandatory-reporting/
5. Risk Management (Video) https://www.edutribe.com.au/resources/risk-management/
6. Protective Behaviours (Video) https://www.edutribe.com.au/resources/protective-behaviours/
7. Medical Management Risk Minimisation and Communication https://www.edutribe.com.au/resources/medical-management-risk-minimisation-and-communication-plan/
8. Record of Medication and Authority to Give Medication Form https://www.edutribe.com.au/resources/record-of-medication-and-authority-to-give-medication/
9. Monthly Medication Checklist https://www.edutribe.com.au/resources/monthly-medication-checklist/
10. First Aid and Medical Conditions Policy https://www.edutribe.com.au/resources/first-aid-and-medical-conditions-policy/
11. Weekly Menu Template https://www.edutribe.com.au/resources/weekly-menu-template/
12. Pedagogical Lunches https://www.edutribe.com.au/resources/pedagogical-lunch-the-ultimate-guide-for-early-childhood-educators/
13. Record of Completed Emergency Drills and Evacuation Forms https://www.edutribe.com.au/resources/record-of-completed-emergency-drills-and-evacuations/
14. Emergency Management Plan https://www.edutribe.com.au/resources/emergency-management-plan/
15. Child Safe Standards Display Poster https://www.edutribe.com.au/resources/national-child-safe-principles-poster/
16. Service Feedback Log https://www.edutribe.com.au/resources/services-feedback-log/

When to do self-audits?

Complete the NQS 2 audit tool when you begin in a new position as a nominated supervisor/director, then quarterly.

How do I use the Self-Audit Tool?

1. Complete Section 3: Meeting the NQS for each room.
2. Check the evidence for each Element and tick either Met or Not Met in the boxes provided (☐).
3. If Not Met write improvements in Section 1: Improvement Plans or on the Service's Quality Plan (QIP).
4. Prior to an assessment and rating visit be ready to provide the completed NQS 2 Self-Audit Tool to the assessor.

How do I provide examples *(Use Section 4: Practice Examples)*

Describe what you see being done that best shows that educators can meet the requirements. Make sure all educators in the room can do what is required.

Who does the self-audit?

Supervisor/director.

What if the room or service is not meeting the requirements?

Update your line manager.

NQS 2 SELF-AUDIT TOOL

Section 3: Meeting the NQS

Concept	Element	Evidence	Met	Not Met	N/A
Standard 2.1: Each child's health and physical activity is supported and promoted					
Wellbeing and comfort	**2.1.1** **Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.**	**A.** I saw and heard staff responding to each child's non-verbal and verbal cues for comfort, sleep, rest and relaxation - or - I spoke to each educator who could explain each child's preferences.	☐	☐	☐
		B. I saw and heard staff guiding children's behaviour positively and there is no indication of inappropriate discipline.	☐	☐	☐
		C. I saw spaces in each room that were set up for children to rest, sleep and relax. If applicable: This included a separate place for babies to sleep in cots.	☐	☐	☐
		D. If applicable: I saw a place for mothers to breastfeed comfortably.	☐	☐	☐
		E. If applicable: I saw staff putting babies to sleep in cots on their backs with their head and face uncovered. Staff checked on them every 10 minutes. I also saw staff following safe sleep practices in accordance with our Sleep and Rest Policy (see resource list on page 2).	☐	☐	☐
		F. If applicable I checked that: - cots met Australian Standards (and I was shown records that confirmed this); and - cots and bedding were clean and in good repair. - I checked the emergency cots, and ensure there is adequate emergency cots for the number of children within the room.	☐	☐	☐
		G. If applicable I saw and heard staff changing children's nappies, making eye contact, talking about what they were doing and smiling.	☐	☐	☐
		H. I sighted and reviewed a risk management plan that considers the following: • Staff working in accordance with our Sleep and Rest Policy (see resource list on page 2). • Number, ages and development stages of all children in the room. • Sleep and rest needs of each individual child and any family requests. • Staffing arrangements in the room and adequate supervision and monitoring of children during sleep and rest periods. • Staff knowledge and training relating to sleep and rest supervision & safety requirements. • The physical environment where children will sleep and rest (including how cots or beds are arranged). • The physical environment suitability for sleep and rest – i.e., lighting, ventilation, temperature. • Suitability of cots, beds and bedding equipment for the child's age and development needs. • Potential hazards in the sleep and rest areas. • Potential hazards while children sleep and rest.	☐	☐	☐
		I. I saw and heard staff positively teaching children to use the toilet including when children made a mess or mistake.	☐	☐	☐
		J. I saw and heard staff listening and responding to families' comments about the day-to-day events in their child's life.	☐	☐	☐
		K. I saw and heard children making decisions as to whether they wanted to eat or not and/or I asked staff and they were able to tell me that children: • have a right not to eat if they aren't hungry; • are given other things to do; and • were offered meals/food at flexible times when not hungry at mealtimes.	☐	☐	☐

SAMPLE