# Documentation To Support Quality Area 3

| Documentation | Yes | No | Comments |
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| The service's approach to grouping children | Y | | |
| Plans of indoor and outdoor areas, including information about soft fall plans that show an evaluation of and changes to the placement of furniture and equipment, if available | Y | | Currently outdoor plan is incorporated into one program - this can be separated to make it easier. |
| Where the service shares multi-purpose areas with a school, documented risk assessment of the physical environment in relation to, access to, and use of, multipurpose areas, the impact of multi-purpose areas on service delivery, the service's approach to sharing the multi-purpose areas with the school | Y | | Ensure risk assessments are up to date. |
| The service's registration documentation and assessments of educators' approved premises | Y | | |
| Documented procedures, correspondence and schedules relating to, maintenance and safety checks, the cleaning of buildings, premises, furniture and equipment, adhering to manufacturers' advice when using and cleaning furniture and equipment | Y | | Make sure it's up to date. |
| Documents that confirm equipment meets Australian Standards, for example for cots, other bedding equipment and accessories | Y | | |
| Risk assessments of the physical environment | Y | | |
| Where relevant, a management plan that is in place to protect the safety of children, families and service staff while major work is occurring at the service | | N | This is to be done in the future for major renovations,. |
| Documented learning programs that pay equal attention to planning outdoor and indoor environments to support children's learning outcomes and extend on child-led learning, outline opportunities for children to engage in outdoor and indoor experiences, such as dramatic play, construction, music and exploration | Y | | Check to see if the outdoor experiences are also being evaluated. |

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| Incorporate opportunities for children to, be active and wholly engaged for long periods of uninterrupted play, spend time in a quiet area away from other children if they wish, choose whether they wish to participate in large and small group activities | Y | | |
| The statement of philosophy that describes the service's approach to inclusion | Y | | Re-read to ensure it includes inclusion. |
| Documented evidence that indicates the educational leader, nominated supervisors, educators and co-ordinators work collaboratively with family members, specialists and/or resource agencies to plan for the inclusion of children with additional needs, access adaptive equipment to support children's requirements, facilitate access to support services required while the child is at the service | Y | | |
| Evidence that strategies are in place to ensure that children in residences without direct access to outdoor environments—for example, high-rise units— have opportunities to access outdoor environments | Y | | |
| Documentation and learning programs that demonstrate links between the arrangement and choice of resources, materials and equipment and learning outcomes for children | Y | | |
| Plans for the arrangement of indoor and outdoor spaces to create inviting learning environments and documentation of how children's ideas have influenced these plans | Y | | Need to set up outdoor area in a more engaging way for children to participate in different activities. |
| Photographs of children using materials and equipment in a variety of ways | Y | | Check and update if necessary. |
| Documentation of children's learning about environmental and sustainability issues | Y | | |
| Policies that promote children's understanding of their responsibility to care for the environment and the development of life skills (such as growing and preparing food, waste reduction and recycling) | Y | | |

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| Planning documents that support children's learning through investigation and exploration of the natural environment | Y | | Create a display if necessary. |
| Evidence that information about the service's approach to safe sleep is documented and shared with families | Y | | Also add children sleep information to Parent Area. |
| Photographs and displays highlighting children's understanding and learning of the natural environment, including their contributions | Y | | Need to make a permanent display and contents can be changed as interest arises. |