

Education and Care Services References

National Quality Standard

Quality Area 1: Educational program and practice

1.1	Program	The educational program enhances each child's learning and development.
1.2	Practice	Educators facilitate and extend each child's learning and development.
1.2.1	Intentional teaching	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
1.2.3	Child-directed learning	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.

Quality Area 2: Children's health and safety

2.1.3	Healthy lifestyle	Healthy eating and physical activity are promoted and appropriate for each child.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.3	Child safety and protection	Management, educators and staff are aware of their roles and responsibilities regarding child safety, including the need to identify and respond to every child at risk of abuse or neglect.

Quality Area 3: Physical environment

3.1.2	Upkeep	Furniture and equipment are safe, clean and well maintained.
3.2	Use	The service environment is inclusive, promotes competence and supports exploration and play-based learning.
3.2.1	Inclusive environment	Outdoor and indoor spaces are organised and adapted support every child's participation and to engage every child in quality experiences in both built and natural environments.
3.2.2	Resources support play-based learning	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.

Education and Care Services Law and National Regulations

S. 2A	Paramount consideration
S. 3A	Paramount consideration
S. 162A	Child protection training
S. 162B	Child safety training
73	Educational program
76	Information about educational program to be given to parents
86	Notification to parents of incident, injury, trauma and illness
103	Premises, furniture and equipment to be safe, clean and in good repair
113	Outdoor space – natural environment
115	Premises designed to facilitate supervision



155	Interactions with children
156	Relationships in groups
168	Education and care service must have policies and procedures

Policy Statement

Physical activity is vital for young children's health, wellbeing and development and lays the foundation for a healthy active life. All babies and young children benefit from a mix of physical activity, inactivity and sleep. Our Service recognises the important role educators and staff have in promoting children's physical activity in appropriate ways ensuring children's comfort and wellbeing requirements are being met. We are committed to supporting the *Australian 24-Hour Movement Guidelines for the Early Years (birth to 5 years): An Integration of Physical Activity, Sedentary Behaviour* into our curriculum.

Purpose

Our Service aims to promote children's physical activity and development of their gross and fine motor skills through a range of spontaneous and intentionally planned active play experiences that are both child initiated and educator led. We aim to form respectful partnerships with families and help them gain a deeper understanding of the benefits of physical activity and wellbeing for children. We believe that children's safety, rights, and best interests are the paramount consideration for all Service operations, decisions and functions..

Scope

This policy applies to children, families, staff, approved provider, nominated supervisor, students, volunteers, management and visitors of the Service.

Implementation

To promote healthy growth and development, young children should participate in a range of developmentally appropriate, enjoyable and safe play-based and structured physical activities in a variety of environments, both independently as well as interacting with adults and other children. Developing fundamental and tactical movement skills provides children with the opportunity to acquire and master a range of movement skills and dispositions to participate in a lifetime of physical activity as confident, competent and creative movers. All decisions relating to physical activity experiences, environments and equipment are guided by the paramount consideration of children's safety, wellbeing and best interests.

Our Service will ensure key physical activity messages within the Munch & Move (NSW) program are embedded in the daily program supporting the Physical activity and exercise guidelines for all Australians for birth to 5 years.

What is physical activity?

'Physical activity is any bodily movement, including small and large movements, produced by skeletal muscles which results in energy being expended.' (Munch & Move, 2017) It includes everyday activities, physically active play and organised sports and exercise. Physical activity strengthens children's bones, muscles, hearts and lungs and improves children's coordination, balance, posture and flexibility.

The Approved Provider/Management/Nominated Supervisor will ensure

- ensure educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy
- ensure families are aware of this Physical Activity Policy and are advised on how and where the policy can be accessed
- ensure risk assessments will consider both the potential risks and developmental benefits of physical activity experiences, supporting children to engage in age-appropriate challenge while maintaining safety
- ensure educators, staff, students and volunteers apply child safety and child protection training to physical activities contexts including supervision during active play, physical contact, and use of equipment
- ensure physical activity experiences and the arrangement of indoor and outdoor environments will support the active supervision, clear sightlines, and educator's ability to anticipate and respond to risk
- ensure all educators and staff adhere to the Sun Safety Policy and that playground surfaces and equipment meet Australian Standards and guidelines
- engage in critical reflection as a team and with the children about the risks and benefits of new activities or processes
- provide opportunities for educators to engage in professional development about children's health and physical wellbeing, including the Australian 24-Hour Movement Guidelines and Munch & Move training
- reflect on our Service's physical environment, layout and design to ensure it is supporting children's active play, sedentary play and sleep and rest time
- consider the ways moveable and fixed equipment are utilised in the outdoor physical environment to encourage physical activity and adventurous (risky) play
- communicate regularly with families about cultural practices for physical activity and sleep requirements
- liaise with local Aboriginal and Torres Strait Islander communities to seek advice about traditional children's games and dances that would be appropriate for use in the Service
- ensure equitable access is provided to support children with additional needs through individual support or inclusion plans developed in consultation with families and relevant professionals
- promote physical activity and reduced screen time (e.g., watching TV, playing on computers or small hand-held games devices) with families through fact sheets and newsletter articles.

Educators will

- maintain active supervision at all times during physical activity experiences, including positioning themselves to observe children, anticipating risk and respond promptly to hazards, behaviours and incidents
- apply the paramount consideration of children's safety, wellbeing and best interests when planning, facilitating and adapting physical activity experiences
- follow child safe practices at all times during physical activity experiences including maintaining appropriate professional boundaries, respectful physical contact, and ensuring children's dignity, privacy and comfort is upheld
- ensure no child is left unsupervised, isolated or excluded in physical activity experiences

- participate in mandatory child safety training and apply this knowledge to physical activity contexts including supervision, use of equipment and interactions with children
- provide opportunities in the daily program for children to be active every day through a balance of planned and spontaneous active play experiences that are both educator led and child initiated (including everyday physical tasks), in the indoor and outdoor environments
- adhere to our Sun Safety Policy and ensure children have access to water before, during and after any physical activity experience
- include children's voices in the development of the physical environment to provide opportunities for physical activity, risky play and creativity
- collaborate with families and other professionals to provide active play experiences for all children inclusive of children with additional needs
- encourage children to be accepting and understanding of the different abilities of other children
- encourage children to engage in physical activity and challenge themselves
- seek to promote children's physical activity by supporting the development of their gross motor skills and fostering the emergence of their fundamental movement skills (FMS) through a range of intentionally planned and spontaneous active play learning experiences
- provide positive instruction, role modelling, and advice to children as they develop and improve their FMS
- encourage children to try a range of activities including obstacle courses, balancing, kicking, dancing and skipping, jumping, rolling, catching and throwing
- actively role model appropriate physical activity behaviours to children
- ensure active play experiences are play based, varied and creative
- ensure all equipment is developmentally appropriate and well maintained
- ensure that an appropriate balance between inactive and active time is maintained each day
- encourage productive sedentary experiences for rest and relaxation- reading, storytelling, puzzles, singing
- ensure that under no circumstances screen time is used as a reward or to manage challenging behaviours
- any use of digital technologies will be intentional, purposeful and documented within the educational program, demonstrating how it supports children's learning, movement and wellbeing
- adhere to the recommended timeframes for screen time according to Australia's Physical Activity and Sedentary Behaviour Guidelines
- ensure documentation showcases physical activity experiences and opportunities with families
- participate in professional development to support children's physical health and wellbeing.

In relation to families, our service will

- ensure the Physical Activity Policy is available to be viewed and reflected upon
- provide information and ideas about physical activity to promote children's physical health and wellbeing
- encourage families to share information about cultural backgrounds in relation to physical activity, language, traditional games and their child's sleep requirements

- provide information about recommended screen time for children and support families to understand the negative effects of exposure to digital technology before sleep time
- collaborate with families to ensure children with additional needs have equitable access and are supported in all areas of the learning program.

The Australian 24-hour Movement Guidelines – Birth to 5 Years¹

Physical activity for young children mainly happens through unstructured, active play.

Infants (Birth to one year)

Babies should be physically active several times a day. This can be achieved through:

- opportunities for active play through supervised floor-based play in safe environments
- at least 30 minutes of tummy time including moving their arms and legs
- encouraging babies and infants to increase muscle strength and coordination by developing their small muscles within their fingers, hands and arms to be able manipulate small objects. This is achieved through play-based learning using reaching, grasping and pulling activities

Once they are mobile, include

- crawling
- pulling up to a standing position and moving while holding onto things
- walking

Sedentary behaviour

- ensure infants are not restrained in a high chair [or car seat, or stroller] for more than 1 hour at a time
- when sedentary, provide a range of activities – reading, puzzles, singing, storytelling
- screen time is not recommended for children under one

Sleep

- 14-17 hours (for those aged 0-3 months)
- 12- 16 hours (for those aged 4-11 months) of good quality sleep, including naps.

Toddlers (1–2 years)

Physical activity

- Toddlers should spend at least 180 minutes in a variety of physical activities, including energetic play, spread throughout the day; more is better
- Include- running, twirling and jumping, dancing and skipping
- Physical activity should be fun and encourage exploration and discovery

Sedentary behaviour

- ensure toddlers are not restrained for more than 1 hour at a time
- provide a range of activities when inactive such as– reading, puzzles, singing, storytelling, painting or doing craft, using building blocks

¹ Australian Government Department of Health and Aged Care. *Physical activity and exercise guidelines for all Australians. For infants, toddlers and preschoolers (birth to 5 years).* (2021)

- screen time should be limited to no more than an hour for children aged 2 years; less is better.

Sleep

- 11-14 hours of good quality sleep, including naps with consistent sleep and wake-up times.

Pre-schoolers (3–5 years)

Physical activity

- Pre-schoolers should spend at least 180 minutes in a variety of physical activities, of which at least 60 minutes is energetic play, spread throughout the day; more is better

Sedentary behaviour

- ensure children are not restrained for more than 1 hour at a time (pram or car seat) or sitting for extended periods
- screen time should be no more than 1 hour; less is better
- when sedentary, provide a range of activities – reading, puzzles, singing, storytelling, using building blocks, painting or doing craft

Sleep

- 10-13 hours of good quality sleep with consistent sleep and wake-up times. Some preschoolers may still need naps.

Related Policies

- Additional Needs Policy
- Adventurous (Risky and Nature) Play Policy
- Child Protection Policy
- Child Safe Environment Policy
- Code of Conduct Policy
- Educational Program Policy
- Family Communication Policy
- Incident, Injury, Trauma and Illness Policy
- Physical Environment Policy
- Privacy and Confidentiality Policy
- Professional Development Policy
- Respect for Children Policy
- Safe Use of Digital Technologies and Online Environments Policy
- Sun Safety Policy
- Supervision Policy

Policy Review

- The Service will review the Physical Activity Policy and related documents regularly or as current information arises.
- Families are encouraged to collaborate with the Service to review the Policies and Procedures.
- Educators and staff are essential stakeholders in the policy review process and will be encouraged to be actively involved.

Policy Version

Version	Version changes
1.0	• New policy.
2.0	• annual policy review • additional information added re: paramount consideration of children's safety, best interests and wellbeing; risk assessments; supervision and use of digital technology • condensed additional dot points related to use of screen time • sources checked for currency and updated as required

Source Acknowledgments

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- NSW Government Health. (2020) Munch & Move Program
- NSW Government Health. Good for kids good for life