



Curtin Primary School



Curtin Primary School is an inclusive, innovative and supportive learning community that fosters lifelong opportunities, success and a love of learning for every individual in our school.

Preschool Outdoor Learning Environment Procedures

The following points are the agreed procedures for all preschool classes at Curtin Primary School. These procedures relate to safety, supervision and OH&S requirements. Please ensure these points are followed and conveyed to relief staff on arrival at the preschool as part of their site induction.

Swings

- Children must access the swing independently. Educators are not to lift children up onto the swing. They can support a child by explaining the steps involved or providing a narrative of what another child is doing to access the equipment in a learning experience model.
- The needs of all children will be considered when setting up the swing play area.
- Children will wait for a turn on the swing using agreed waiting places. There are no other toys in this area as they could be a trip hazard for children entering or leaving the swings area. Educators may decide to use sand timers if appropriate or count down the swings left before swapping over. For example, "ten more swings".

Ladders and A Frames

- Children are taught that we do not stand on the top rung of the ladder. The second highest rung is as high as they can climb while maintaining their stability. Educators explicitly teach children how to climb and how to ascertain if the ladder is balanced safely thereby minimising risk.
- Educators explicitly teach children how to angle the ladder and provide additional supervision for children who are still grappling with this concept.
- A Frames will be set up on the softfall. Lower A frames can be placed on the grass.

Bikes and Trikes

- Children are to ride the bikes by themselves. No pushing by other children or educators.
- Children are supported in turn taking and taught how to ask to sit in the back of the double bikes.
- Children are supported in their development with bike riding skills and reminded that deliberate crashing into each other or objects is not safe.
- One way riding is encouraged.
- Turn taking is scaffolded with a waiting seat and bike riders swap after two more laps if someone is waiting.

Sticks

- Children can play with sticks as long as they are no bigger than the size of their hand. Longer sticks may be played with within reason, dependent on the kind of play, and purpose of the sticks. Language used is helping the children sensibly assess the safety for themselves and others.
- Using natural materials is a valuable play experience and can form the basis of pretend or dramatic play in both indoor and outdoor environments.

- Children are supported in their play with sticks with reminders where needed; including that they cannot run with the sticks or use them as weapons or projectiles, or climb while holding sticks due to safety reasons.

Beam

- Children are taught that there should be one person on a jumping board at a time.
- When the walking planks are set up more children (up to two) can be on it at one time. This allows the children to bounce off the low board without bumping into other children. If the walking plank is set up at a higher level then only one child is to be on the beam at a time.

Monkey bars

- One way swinging and travelling is encouraged

Sandpit and Mudpit

- Sand stays in the sandpit. It is not put into the backs of the bikes or onto the platforms in the play equipment as this can potentially cause a slip hazard in other play zones.
- The sandpit is swept twice a week to ensure containment and to allow educators to check for any foreign objects in the sand.
- Children are able to access the sand toys in the sand shed throughout the day.
- Mudpit soil stays in the mudpit.
- A daily visual check is done to ensure safe play is maintained and any risks minimised before children use the area.
- Shoes can be removed in the sandpit and put back on when exiting the sand pit. In terms 2 and 3 shoes can be left on in the sandpit due to temperature considerations.

General Safety Considerations

- Shed doors must be locked open (using the external latch) or kept closed to minimise risk and support our vision impaired children. Children can request trikes and other equipment throughout the day and access with educator's help.
- Trip hazards such as uneven concrete and exposed tree roots will be painted bright yellow to indicate their presence while awaiting repairs or service.

Seasonal Considerations

- After rain freestanding equipment must be wiped down.
- In winter an inspection of the grounds must be completed prior to each session as ice can form on the concrete and in puddles.

Packing Away

- Children are encouraged and supported to help with packing away.
- Educators rotate through packing away items so that the load is shared.
- Children are not to enter the shed without adult permission and supervision.
- Children are able to ask an educator for an item from the shed and this will either be provided or the child will be supervised getting this item.
- The last educators to put an item in the shed when packing up will also lock the shed.

If you require further clarification about these procedures please talk to the preschool educator, the preschool team leader or the principal.