



# ASSESSMENT AND REASSESSMENT OF RESIDENCES AND VENUES FOR FAMILY DAY CARE POLICY GUIDELINES

To ensure the health, safety and wellbeing of children, the *Education and Care Services National Regulations (116)* require the approved provider of a family day care (FDC) service to:

- conduct an assessment, including a risk assessment, of each proposed FDC residence and proposed FDC venue before the commencement of education and care
- conduct an assessment, including a risk assessment, of each FDC residence and approved venue at least once a year.

The approved provider must also ensure that policies and procedures are in place for assessing FDC residences and approved FDC venues.

Under the *Education and Care Services National Regulations*, education and care services must have policies and procedures in place in relation to the assessment and reassessment of FDC residences and approved FDC venues. These guidelines are part of a series and are intended to assist in the development of your *Assessment and reassessment of residences and venues for FDC policy*. They have been designed to guide you in the development of your policy and are not an exact format.

## 1. Title

*Assessment and reassessment of residences and venues for FDC policy*

## 2. Policy statement

The policy statement will reflect your service's philosophy about managing the assessment and reassessment of residences and venues for FDC.

*For example:*

We are committed to ensuring the health, safety and wellbeing of children attending our service by assessing, reassessing and appropriately managing any risks or hazards that exist at each FDC residence or approved FDC venue.

## 3. Background

Your policy needs to include a statement of why this requirement is in place.

For example, the *Education and Care Services National Regulations* require approved providers to assess and reassess the risks of FDC residences and approved FDC venues, as well as requiring policies and procedures for this purpose.

#### 4. Legislative requirements

Your policy must be consistent with and refer to legislative requirements for the assessment and reassessment of FDC residences and approved FDC venues. Examples include, but are not limited to:

Section 50A	Approval of a place as a family day care venue
Section 54(1A), (8A)	Amendment of service approval on application
Section 103A	Offence relating to places where education and care is provided as part of a family day care service
Section 167	Precautions to be taken to protect children from harm or hazard
Section 174	Offence to fail to notify certain information to Regulatory Authority
Section 174A	Family day care educator to notify certain information to approved provider
Reg 26	Application for service approval – family day care service
Reg 103	Premises, furniture and equipment to be safe, clean and in good repair
Reg 104	Fencing
Reg 105	Furniture, materials and equipment
Reg 106	Laundry and hygiene facilities
Reg 107*	Space requirements – indoor space
Reg 108*	Space requirements – outdoor space
Reg 109	Toilet and hygiene facilities
Reg 110	Ventilation and natural light
Reg 116	Assessments of family day care residences and approved family day care venues
Reg 117	Glass
Reg 168	Education and care services must have policies and procedures
Reg 169	Additional policies and procedures – family day care service
Reg 170	Policies and procedures to be followed
Reg 171	Policies and procedures to be kept available
Reg 172	Notification of change to policies or procedures
Reg 176A	Prescribed informed to be notified to approved provider by family day care educator
Reg 177	Prescribed enrolment and other documents to be kept by approved provider

*\*This Regulation applies to an approved FDC venue, but not to an FDC residence.*

When writing your policy, you will need to break down what is required under each Regulation, and how your service will meet these requirements. How these work in practice at your service will be contained in your procedures.

As you reflect on your *Assessment and reassessment of residences and venues for FDC policy*, it might highlight the need to split its various areas into different policies and procedures that can be readily accessed by nominated supervisors, coordinators or FDC educators to follow in relation to your service's philosophy and their roles and responsibilities. For example, you may wish to have separate policies for assessing specific water hazards (e.g. backyard swimming pools, spas, dams, water features), or for assessing FDC venues.

## 5. Principles to inform your policy

All decision-making should be carried out in accordance with the principles of your service's *Assessment and reassessment of residences and venues for FDC policy*. Examples of principles could include, but are not limited to:

- Children's health, safety and wellbeing is paramount. Therefore, the initial assessment and annual reassessments of FDC residences and approved FDC venues will be as thorough as possible.
- Our focus is on improving the educational and developmental outcomes for children attending our FDC service. Providing an environment for the children to achieve this is a high priority.
- Our coordinators are key to our service's effective operation. Part of their training and development includes conducting and documenting initial assessments and annual reassessments of FDC residences and approved FDC venues

### Additional consideration for approved FDC venues

In addition to any requirements under the National Regulations, any premises proposed as a FDC venue must comply with relevant planning and development requirements imposed by the local government authority (e.g. local council). However, approval by the local government authority does not mean the premises will automatically be approved by the regulatory authority under the National Law and National Regulations. An approved provider may operate a FDC service at a venue only in exceptional circumstances and if approved by the regulatory authority.

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## 6. Key terms

To make it easier for your audience, provide definitions of key terms that may not be used every day. For example:

Term	Meaning	Source
ACECQA – Australian Children's Education and Care Quality Authority	The independent national authority that works with all regulatory authorities to administer the National Quality Framework, including the provision of guidance, resources and services to support the sector to improve outcomes for children.	
Approved FDC venue	A place (other than a residence) approved by a regulatory authority under section 50A or 54(8A) as an FDC venue for an approved FDC service.	National Law (Definitions)
Education and care service premises	In relation to an FDC service: (i) an office of the FDC service; or (ii) an approved FDC venue; or (iii) each part of a residence used to provide education and care to children as part of an FDC service or used to provide access to the part of the residence used to provide that education and care.	National Law (Definitions)
Exceptional circumstances	An approved provider may operate an FDC service at a venue only in exceptional circumstances and if approved by the regulatory authority. Examples of exceptional circumstances that a regulatory authority may consider in approving a venue:	Guide to the NQF (Application for service approval)

	<ul style="list-style-type: none"> <li>• where the proposed venue is located in a rural or remote area, and the location or characteristics of residences are not suited to FDC</li> <li>• other locations where potential residences may be unsuitable</li> <li>• for a temporary period (generally up to 12 months) where a residence is unavailable due to essential major repairs or the effects of natural disaster</li> <li>• where care is provided for a small group of vulnerable or disadvantaged children and a suitable residence is not available.</li> </ul>	
FDC coordinator	A person employed or engaged by an approved provider of an FDC service to monitor and support the FDC educators who are part of the service.	National Law (Definitions)
FDC educator	An educator engaged by or registered with an FDC service to provide education and care for children in a residence or at an approved FDC venue.	National Law (Definitions)
FDC educator assistant	A person engaged by or registered with an FDC service to assist FDC educators.	National Law (Definitions)
FDC residence	A residence at which an FDC educator educates and cares for children as part of an FDC service.	National Law (Definitions)
FDC service	An education and care service that is delivered through the use of two or more educators to provide education and care to children and operates from two or more residences.	National Law (Definitions)
Residence	The habitable areas of a dwelling.	National Law (Definitions)
Risk assessment	Assessing the risk means working out how likely it is that a hazard will harm someone and how serious the harm could be.	<a href="https://www.education.vic.gov.au/school/students/beyond/Pages/hazidentify.aspx">https://www.education.vic.gov.au/school/students/beyond/Pages/hazidentify.aspx</a>

## 7. Links to other policies

Refer to related policies and procedures, for example:

- Engagement or registration of FDC educators
- Providing a child safe environment
- Incidents, injury, trauma and illness
- The provision of information, assistance and training of FDC educators
- Sun protection
- Water safety, including safety during water-based activities
- Sleep and rest for children
- Emergency and evacuation
- Monitoring, support and supervision of FDC educators
- Safe transportation of children

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## **8. Induction and ongoing training**

State information about induction training and frequency of ongoing training and information sharing to assist managers, coordinators, FDC educators and staff to fulfil their roles effectively.

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## **9. Policy created/reviewed**

Include the date the policy was created, reviewed or changes were made.

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## **10. Monitoring, evaluation and review**

State when the policy will be reviewed and who will be responsible for this.

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## **11. Checklist**

- Have you referenced the relevant Regulations and are these reflected in the policy?
  - Does the title provide a clear and concise statement identifying the intent of the policy?
  - Have you checked the policy requirements and referenced related legislation that applies to your service type?
  - Does your policy statement provide a framework for decision-making and ensure consistent practice?
  - Does your policy statement reflect your service philosophy?
  - Is it clear why this policy exists?
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# ASSESSMENT AND REASSESSMENT OF RESIDENCES AND VENUES FOR FAMILY DAY CARE PROCEDURES GUIDELINES

To safeguard the health, safety and wellbeing of children, the approved provider must ensure that procedures are in place for the assessment and reassessment of family day care (FDC) residences and approved FDC venues.

These procedures must cover the initial assessment of the FDC residence and approved FDC venue before the commencement of education and care, as well as reassessment at least once a year.

The steps and guidelines you document will not only guide your practice, but also inform regulatory authorities of management, coordinator, FDC educator and staff expectations and responsibilities.

Your procedures should be written in clear and concise language, making them easy to read, understand and implement.

Every service is different so it is not sufficient to apply generic procedures to multiple services. You will need to contextualise your procedures to your service's operations and its unique context.

Under the *Education and Care Services National Regulations*, education and care services must have policies and procedures in place in relation to the assessment and reassessment of FDC residences and approved FDC venues. These guidelines are part of a series and are intended to assist in the development of your *Assessment and reassessment of residences and venues for FDC procedures*. They have been designed to guide you in the development of your procedures and are not an exact format.

## 1. Title

*Assessment and reassessment of residences and venues for FDC procedures*

## 2. Reference to policy and philosophy

Here you refer to your *Assessment and reassessment of residences and venues for FDC policy* as seen in your policy documents. You can reference where you will find the policy to help those looking for it.

Your procedures will also reflect your service's overall philosophy, *Assessment and reassessment of residences and venues for FDC policy*, and evidence-based governance and leadership best practices.

## 3. Procedures

This is where you detail the way you will implement the *Assessment and reassessment of residences and venues for FDC policy*.

It is the 'How to' in your service and includes specific step-by-step procedures in relation to assessing FDC residences and approved FDC venues.

Some areas that will be outlined here will include:

- where the procedures will be kept
- when they were last reviewed
- templates and documents that might be required and/or used as a part of the procedures (e.g. a residence and approved venue assessment checklist)
- systems to monitor the implementation of the procedures.

You will also need to consider:

- conducting an assessment, including a risk assessment, of each FDC residence or proposed FDC venue before the commencement of education and care
- conducting an assessment, including a risk assessment, of each FDC residence and approved FDC venue at least once a year
- what will trigger the need to conduct an assessment of a FDC residence or approved FDC venue more often than once during a year
- maintaining a record of assessments undertaken of each FDC residence and approved FDC venue
- who will be conducting the assessments (noting that ultimate responsibility for the assessments lies with the approved provider (Reg 116))
- actions that will need to be taken if the outcome of a reassessment determines that the FDC residence or approved FDC venue is not meeting the service requirements, and what impact this will have on the registration of the FDC educator.

As you reflect on your *Assessment and reassessment residences and venues for FDC policy*, it might highlight the need to split its various areas into different procedures, which will be displayed or accessed by management, coordinators and FDC educators to follow in relation to their actions. For example, you may wish to have a procedure for renovations or changes to FDC residences and approved FDC venues, as well as separate procedures for high risk areas or activities, e.g. the existence of water hazards or the risk posed by animals.

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#### **4. Roles and responsibilities**

This is where you will designate specific roles and responsibilities for the different people within the service. This needs to align with the Regulations.

When developing your roles and responsibilities you will also need to take into consideration the context of your FDC service, FDC educators located in remote areas, and the adaptations or adjustments that may need to be made to your systems and processes to meet the Regulations.

It is important to note that it is the legal responsibility of approved providers to ensure systems are in place to minimise risk and ensure health and safety procedures are implemented by the responsible people in services and in FDC residences and approved FDC venues. Ultimate responsibility lies with the approved provider to ensure their service/s are meeting the requirements under the National Quality Framework.

When developing this section consider:

- What are the roles and responsibilities of the approved provider, nominated supervisor, coordinators, FDC educators or other staff in your service in relation to assessing and reassessing FDC residences and approved FDC venues?
- How will you clearly define these roles and expectations and where will it be documented?
- How will you ensure that the necessary tools are available so the approved provider, nominated supervisor, coordinators, FDC educators and other staff members can follow the procedures? How will they be made aware of the procedures?

An example of roles and responsibilities could include, but is not limited to:

Roles	Responsibilities
<b>Approved provider</b>	<ul style="list-style-type: none"> <li>• ensure the <i>Assessment and reassessment of residences and venues for FDC policy and procedures</i> are in place</li> <li>• take reasonable steps to ensure that nominated supervisors, coordinators, FDC educators, staff and volunteers follow the policy and procedures</li> <li>• ensure that an assessment is conducted, including a risk assessment, of each FDC residence or proposed FDC venue before the commencement of education and care</li> <li>• ensure that an assessment is conducted of each FDC residence and approved FDC venue at least once a year</li> <li>• ensure that the matters outlined in Regulation 116(2) be considered as part of an assessment</li> <li>• maintain a record of assessments undertaken of each FDC residence and approved FDC venue</li> <li>• notify the regulatory authority of matters in accordance with the notification requirements in section 173–174 of the National Law and Regulations 173–176</li> <li>• ensure that copies of the policy and procedures are readily accessible to nominated supervisors, coordinators, FDC educators, staff and volunteers, and available for inspection</li> <li>• ensure no FDC residences or FDC venues are used unless approved by the regulatory authority</li> <li>• notify families at least 14 days before changing the policy or procedures if the changes will:               <ul style="list-style-type: none"> <li>- affect the fees charged or the way they are collected or</li> <li>- significantly impact the service's education and care of children or</li> <li>- significantly impact the family's ability to utilise the service</li> </ul> </li> </ul>
<b>Nominated supervisor/ Responsible person</b>	<ul style="list-style-type: none"> <li>• ensure precautions are taken to protect children from harm or hazard</li> <li>• undertake assessments of FDC residences and approved FDC venues (in consultation with the approved provider)</li> <li>• ensure rectification of issues identified in assessments are completed</li> <li>• ensure that only areas of the FDC residence or approved FDC venue are used for education and care purposes. Ensure any changes to the areas being used for education and care undergo a new assessment</li> </ul>
<b>Coordinator</b>	<ul style="list-style-type: none"> <li>• ensure precautions are taken to protect children from harm or hazard</li> <li>• undertake assessments of FDC residences and approved FDC venues (if delegated by the approved provider)</li> <li>• inform FDC educators of their responsibilities in relation to the assessment of FDC residences and approved FDC venues</li> <li>• monitor, support and supervise FDC educators to ensure the FDC residence or approved FDC venue is safe and suitable for the children, including in between assessment periods</li> <li>• ensure that only areas of the FDC residence or approved FDC venue are being used for education and care purposes. Ensure any changes to the areas being used for education and care undergo a new assessment</li> </ul>

Roles	Responsibilities
<b>FDC educators</b>	<ul style="list-style-type: none"> <li>• keep up-to-date with any changes to the <i>Assessment and reassessment of residences and venues for FDC policy and procedures</i></li> <li>• advise the approved provider of the areas of the FDC residence they wish to use for the operation of their service (these must be the habitable areas of a dwelling)</li> <li>• ensure that family members in the FDC residence are regularly reminded of the areas that have been assessed for use</li> <li>• report to the approved provider any renovations, damage or other changes to the FDC residence or approved FDC venue which may pose a risk to the health, safety and wellbeing of children attending, or likely to attend, including a pet</li> <li>• ensure that the areas of the FDC residence or the approved FDC venue assessed for use, meet the assessment requirements and are a safe place for children</li> <li>• meet legislative requirements and standards to ensure the health, safety and wellbeing of the children</li> <li>• undertake ongoing daily safety checks and regular risk assessments of the environment and practices to ensure the health, safety and wellbeing of the children, and address any identified risks</li> </ul>
<b>Families</b>	<ul style="list-style-type: none"> <li>• ensure they do not access unassessed areas of the educator's residence</li> </ul>

The following table will assist you in developing procedures specific to your needs and context. Referring to the Regulations when you are writing your procedures will assist you to ensure that you are meeting your obligations.

Areas to include in your procedures	Things to consider and outline in each area <i>(this will be specific to the context of your service)</i>	Strategies for monitoring and implementing procedures	Related policy and/or procedures
<p><b>Conducting an assessment</b></p> <p><b>Leg:</b> s167</p> <p><b>Reg:</b> 103-110, 116, 117, 168, 169, 170, 171, 172, 177</p> <p><b>QA2</b></p> <p><b>QA3:</b> 3.2.1</p> <p><b>QA4:</b> 4.1</p> <p><b>QA5</b></p> <p><b>QA6</b></p> <p><b>QA7:</b> 7.1.2, 7.1.3</p>	<ul style="list-style-type: none"> <li>Whether you will need to consult with the regulatory authority when assessing the proposed FDC residence or FDC venues and, if so, what the process is</li> <li>What the jurisdictional-specific requirements are for assessing FDC residences and approved FDC venues</li> <li>Who will conduct the assessments (noting that the legislated responsibility for the assessments lies with the approved provider)</li> <li>How often to conduct the ongoing assessments of each FDC residence and approved FDC venue (noting that it must be at least annually)</li> <li>The process for ensuring that the record of assessments is kept</li> <li>The process for rectifying risks and concerns identified in assessments</li> <li>The process for the FDC educator to report to the approved provider any renovations, damage or other changes to the FDC residence or approved FDC venue which may pose a risk to the health, safety and wellbeing of children, including a pet</li> <li>The assessment process for any changes to the FDC residence or approved FDC venue, such as a renovation</li> </ul>	<ul style="list-style-type: none"> <li>Make sure your policy and procedures are available for all to access</li> <li>Develop a schedule of when assessments (including risk assessments) will be carried out and a template for documentation of these</li> <li>Ensure procedures are part of nominated supervisor, coordinator and FDC educator induction training, and regularly reviewed at team meetings</li> <li>Consider implementing unannounced coordinator visits to monitor the FDC residence or approved FDC venue</li> <li>Consider implementing unannounced approved provider visits to the FDC residence or approved FDC venue, to review your procedures for the appropriate assessment and monitoring</li> <li>Develop a <i>Home visit record sheet</i> to outline items to be covered during coordinator visits, including safety checks of the FDC residence or approved FDC venue</li> </ul>	<p>Engagement or registration of FDC educators</p> <p>Providing a child safe environment</p> <p>Incidents, injury, trauma and illness</p> <p>The provision of information, assistance and training of FDC educators</p> <p>Sun protection</p> <p>Water safety</p> <p>Sleep and rest</p> <p>Emergency and evacuation</p> <p>Fencing</p> <p>Monitoring, support and supervision of FDC educators</p>

Areas to include in your procedures	Things to consider and outline in each area <i>(this will be specific to the context of your service)</i>	Strategies for monitoring and implementing procedures	Related policy and/or procedures
	<ul style="list-style-type: none"> <li>Consider your <i>Monitoring, support and supervision of FDC educators policy and procedures</i> and what may prompt the need for a reassessment of the FDC residence or approved FDC venue. For example, an unreported renovation, damage or other changes</li> </ul>		

Areas to include in your procedures	Things to consider and outline in each area <i>(this will be specific to the context of your service)</i>	Strategies for monitoring and implementing procedures	Related policy and/or procedures
<p><b>What to include in an assessment</b></p> <p><b>Reg:</b> 103-110, 116, 117</p> <p><b>QA2</b></p> <p><b>QA3:</b> 3.2.1</p> <p><b>QA4:</b> 4.1</p> <p><b>QA5</b></p> <p><b>QA6</b></p> <p><b>QA7:</b> 7.1.2, 7.1.3</p>	<ul style="list-style-type: none"> <li>Matters that must be considered under Regulation 116: <ul style="list-style-type: none"> <li><u>Suitability of the residence or venue</u> Is it suitable for the number, ages and abilities of the children attending?</li> <li><u>Nappy change arrangements</u> Are they suitable for children who wear nappies?</li> <li><u>Water safety</u> Are there any water hazards, water features or a swimming pool at the FDC residence or approved FDC venue or nearby?</li> <li>Does the swimming pool meet your jurisdiction-specific requirements (e.g. you may require a swimming pool compliance certificate)?</li> <li><u>Animals</u> Can animals be kept separate from children to protect their health and safety?</li> </ul> </li> <li>There are suitable nappy changing arrangements if needed. Consider: <ul style="list-style-type: none"> <li>- the suitability and location of facilities for disposing of nappies and change equipment</li> <li>- the storage of nappies, wipes, disposable gloves, nappy change paper, detergent, paper towels, etc.</li> <li>- that other children can be adequately supervised when conducting a nappy change</li> </ul> </li> <li>That the premises, furniture and equipment are safe, clean and in good repair. Consider:</li> </ul>	<ul style="list-style-type: none"> <li>Develop records or checklists associated with the procedures, e.g. <i>Daily safety checklist, Equipment safety checklist, Risk assessment checklist, Emergency and evacuation checklist</i> (particularly if education and care is occurring above ground level)</li> <li>Ensure procedures and clear expectations about conducting assessments are part of nominated supervisor and coordinator induction training, and regularly reviewed at team meetings</li> </ul>	<p>Engagement or registration of FDC educators</p> <p>Providing a child safe environment</p> <p>Incidents, injury, trauma and illness</p> <p>The provision of information, assistance and training of FDC educators</p> <p>Sun protection</p> <p>Water safety</p> <p>Sleep and rest</p> <p>Emergency and evacuation</p>

Areas to include in your procedures	Things to consider and outline in each area <i>(this will be specific to the context of your service)</i>	Strategies for monitoring and implementing procedures	Related policy and/or procedures
	<ul style="list-style-type: none"> <li>- how children use different equipment and any impacts on supervision</li> <li>- the surface, corners, weight and stability of furniture and equipment</li> <li>- recommendations from organisations such as Kidsafe on fall zones and suitable heights of furniture and equipment</li> <li>- whether purchased equipment meets Australian Standards where applicable</li> <li>- whether any home constructed equipment is safe, sturdy, and is in line with, and maintained, according to any applicable Australian Standards.</li> <li>- placement of outdoor equipment – avoid placing it too near to hard surfaces such as concrete or hard ground</li> <li>- maintenance of equipment and soft fall</li> <li>• That any outdoor space used by children is enclosed by a fence or barrier that is of a height and design that children preschool age or under cannot go through, over or under. Also consider: <ul style="list-style-type: none"> <li>- items which children might use to scale the fence, e.g. play equipment, low tree branches, pot plants</li> <li>- any significant fall height on the other side of a fence or barrier</li> <li>- age appropriate barriers at the top and bottom of stairs</li> </ul> </li> </ul>		

Areas to include in your procedures	Things to consider and outline in each area <i>(this will be specific to the context of your service)</i>	Strategies for monitoring and implementing procedures	Related policy and/or procedures
	<ul style="list-style-type: none"> <li>- that external gates are kept locked and keys are easily accessible in the event of an emergency</li> <li>• That each child has access to sufficient furniture, materials and developmentally appropriate equipment suitable for the education and care. For example: <ul style="list-style-type: none"> <li>- Do you have enough seats and utensils for children to use at meal times?</li> <li>- Do the resources meet the range of interests, ages and abilities of children?</li> </ul> </li> <li>• Are children able to regularly access suitable and sufficient outdoor space? If not, consider whether the residence or venue is suitable for use for FDC</li> <li>• There are laundry facilities, access to these facilities, or other arrangements for dealing with soiled clothing, nappies and linen, including hygienic facilities for storage prior to their disposal or laundering that are adequate and appropriate for the service needs. The laundry and hygienic facilities are located and maintained in a way that does not pose a risk to children</li> <li>• Adequate, developmentally and age-appropriate toilet, washing and drying facilities are provided for use by children and the location and design of these facilities enable safe use and convenient access by the children</li> <li>• Indoor spaces used by children are well ventilated, have adequate natural light, and are maintained at a temperature that ensures the safety and wellbeing of children</li> </ul>		

Areas to include in your procedures	Things to consider and outline in each area <i>(this will be specific to the context of your service)</i>	Strategies for monitoring and implementing procedures	Related policy and/or procedures
	<ul style="list-style-type: none"> <li>• How the overall sleep/rest environment and sleep equipment is fit for purpose (refer to Red Nose for best practice)</li> <li>• If the sleeping arrangements require infants or toddlers to sleep upstairs, can they be safely evacuated in the case of an emergency? If not, look at appropriate alternate sleeping arrangements (e.g. in a downstairs bedroom or study – a laundry would not be seen as appropriate). If there are no alternate arrangements available, consider whether the residence or venue is suitable for use for FDC</li> <li>• For any glazed area that is accessible to children and situated at or below the height specified by Australian Standard 1288-2006, the following is required: <ul style="list-style-type: none"> <li>- safety glazing if required by the Building Code of Australia, or</li> <li>- treatment with a product that prevents glass from shattering if broken (such as safety film), or</li> <li>- guarding with barriers that prevent a child from hitting or falling against the glass</li> </ul> </li> <li>• For FDC venues only, the premises must have at least 3.25 square metres of unencumbered indoor space. See Regulation 107 for calculating this space</li> <li>• For FDC venues only, the premises must have at least 7 square metres of unencumbered outdoor space. See Regulation 108 for calculating this space</li> </ul>		

## 5. Procedures created/reviewed

Include the date the procedures were created or reviewed.

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## 6. Monitoring, evaluation and review

Your service, in consultation with the nominated supervisor, coordinators, FDC educators, families and other stakeholders, should review the effectiveness of these procedures within a set timeframe or earlier if there is a change in relevant legislation.

State when the procedures will be reviewed and who will be responsible for this.

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## 7. Checklist

- Do the procedures align with your *Assessment and reassessment of residences and venues for FDC procedures policy*?
  - Have your procedures been written in plain English and can they be easily implemented by a nominated supervisor, coordinator or FDC educator new to your service?
  - Is it clear who is responsible for the implementation of the procedures?
  - Are all educators and staff aware of the procedures and can implement them if required?
  - Do you need to develop any resources to monitor and record the procedures?
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# Useful Resources

Include links to useful resources that have helped inform the development of your policy. In addition, be mindful of the existence of any state- or territory-specific content.

Some examples include, but are not limited to:

- Approving family day care residences and approved family day care venues (Queensland) – <https://earlychildhood.qld.gov.au/legislationandguidelines/pporresources/fact%20sheets/approved-family-day-care-venues.pdf>
- Assessments of family day care residences (Queensland) – <https://earlychildhood.qld.gov.au/legislationandguidelines/pporresources/fact%20sheets/assessments-of-family-day-care-residences-fact-sheet.pdf>
- Assessments of family day care residences and venues – <https://www.acecqa.gov.au/media/25931>
- Facilities and building requirements (Queensland) – <https://earlychildhood.qld.gov.au/legislation-and-guidelines/facilities-and-building-requirements>
- Fencing requirements at a family day care residence (Queensland) – <https://earlychildhood.qld.gov.au/legislationAndGuidelines/PPORresources/Fact%20sheets/fencing-requirements-family-day-care.pdf#search=family%20day%20care%20fencing>
- Guide to the National Quality Framework – <https://www.acecqa.gov.au/nqf/about/guide>
- Guidance for approved providers – early childhood education and care services operating in multi-storey buildings (Queensland) – <https://earlychildhood.qld.gov.au/legislationandguidelines/pporresources/fact%20sheets/nqf-fact-sheet-multi-storey-buildings.pdf>
- Keeping pets and animals in education and care services – <https://www.acecqa.gov.au/media/22951>
- Kidsafe family day care safety guidelines – [https://kidsafe.com.au/wp-content/uploads/2020/06/FINAL-FDC-Safety-Guidelines\\_7thEd.pdf](https://kidsafe.com.au/wp-content/uploads/2020/06/FINAL-FDC-Safety-Guidelines_7thEd.pdf)
- Premises, furniture and equipment (Queensland) – <https://earlychildhood.qld.gov.au/legislation-and-guidelines/facilities-and-building-requirements/premises-furniture-equipment>
- Risk assessment and management - <https://www.acecqa.gov.au/media/29421>