



Australian Children's
Education & Care
Quality Authority

ASSESSMENT AND REASSESSMENT OF RESIDENCES AND VENUES FOR FAMILY DAY CARE

POLICY GUIDELINES

Under the *Education and Care Services National Regulations*, an approved provider of a family day care (FDC) service must ensure that policies and procedures are in place for assessing proposed FDC residences and venues, and reassessing approved FDC residences and venues (regulation 169). They must also take reasonable steps to ensure policies and procedures are followed (regulation 170).

Regulation 116 sets out the specific requirements for assessment and reassessment. It requires the approved provider of a 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; and
- conduct an assessment (reassessment), including a risk assessment, of each FDC residence and approved venue **at least once a year**.

Your policy and procedures should address these requirements, as well as quality practices relating to assessing and reassessing FDC residences and venues that align with the National Quality Standard.

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

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 safety, health 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.

These guidelines are part of a series intended to assist in the development of your service's policies and procedures required under regulations 168 and 169. They set out the main components to be included in your policies and procedures, and considerations for each component.

They should guide how you develop your policies and procedures, and are not an exact format to be followed.

3. Background

Your policy needs to include a statement of why this policy 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/regulation	Description
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 hazards
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
Regulation 26	Application for service approval – family day care service
Regulation 103	Premises, furniture and equipment to be safe, clean and in good repair
Regulation 104	Fencing
Regulation 105	Furniture, materials and equipment
Regulation 106	Laundry and hygiene facilities
Regulation 107*	Space requirements – indoor space
Regulation 108*	Space requirements – outdoor space
Regulation 109	Toilet and hygiene facilities
Regulation 110	Ventilation and natural light
Regulation 117	Glass
Regulation 168	Education and care service must have policies and procedures
Regulation 169	Additional policies and procedures – family day care service
Regulation 170	Policies and procedures to be followed
Regulation 171	Policies and procedures to be kept available
Regulation 172	Notification of change to policies or procedures
Regulation 176A	Prescribed information to be notified to approved provider by family day care educator
Regulation 177	Prescribed enrolment and other documents to be kept by approved provider

**This regulation applies to an approved FDC venue, but not to a 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, co-ordinators or FDC educators to follow. 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 safety, health and wellbeing are 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 development outcomes for children attending our FDC service. Providing a safe environment for the children to achieve this is a high priority.
- Our co-ordinators 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, and ensuring that when FDC educators move premises, they are assessed prior to children commencing education and care with the educator.

Compliance with planning and development requirements

In addition to requirements under the *Education and Care Services 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 *Education and Care Services National Law* and *Education and Care Services National Regulations*. An approved provider may operate a FDC service at a venue other than a residence only if approved to do so by the regulatory authority, who will provide approval if it considers that exceptional circumstances exist (section 50A).

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.	acecqa.gov.au
Approved FDC venue	A place (other than a residence) approved by a regulatory authority under section 50A or 54(8A) as a FDC venue for an approved FDC service.	National Law (Definitions)
Education and care service premises	In relation to a 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 a FDC service or used to provide access to the part of the residence used to provide that education and care.	National Law (Definitions)

Term	Meaning	Source
Exceptional circumstances	An approved provider may operate a 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 include: <ul style="list-style-type: none"> • where the proposed venue is located in a rural or remote area, and the location or characteristics of residences are not suited to FDC • other locations where potential residences may be unsuitable • 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 • where care is provided for a small group of vulnerable or disadvantaged children and a suitable residence is not available. 	Guide to the NQF (Application for service approval)
FDC co-ordinator	A person employed or engaged by an approved provider of a 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 a 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 a FDC service to assist FDC educators.	National Law (Definitions)
FDC residence	A residence at which a FDC educator educates and cares for children as part of a 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.	acecqa.gov.au/media/29421

7. Links to other policies

Refer to related policies and procedures, for example:

- Engagement or registration of FDC educators
- Providing a child safe environment
- Incident, injury, trauma and illness
- Provision of information, assistance and training to FDC educators
- Sun protection
- Water safety
- Sleep and rest for children
- Emergency and evacuation
- Monitoring, support and supervision of FDC educators
- Safe transportation of children

8. Induction and ongoing training

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

9. Policy created/reviewed

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

10. Monitoring, evaluation and review

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

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?

PROCEDURES GUIDELINES

Under the *Education and Care Services National Regulations*, an approved provider must ensure policies and procedures are in place for the assessment and reassessment of residences and venues for FDC. These guidelines are part of a series intended to assist in the development of your policies and procedures required under regulations 168 and 169. They are to guide you to develop your policies and procedures, and are not an exact format to be followed.

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

The steps and guidelines you document will not only guide your practice, but also inform regulatory authorities of roles and responsibilities at the service.

When thinking about your procedures for the assessment and reassessment of residences and venues for FDC, they need to be practical and achievable. For example, if your procedures state that FDC residences and venues will be reassessed every six months, you will need to make sure steps are in place for this to happen.

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 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 (regulation 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 all staff 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.

4. Roles and responsibilities

This is where you will designate specific roles and responsibilities for the people who hold different positions within your service. This needs to align with the *Education and Care Services National Regulations* (see pp. 8–10 below).

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 *Education and Care Services National 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 including FDC residences and approved FDC venues. Ultimate responsibility lies with the approved provider to ensure their service/s are meeting the requirements under the *Education and Care Services National Law*.

When developing this section consider:

- What are the roles and responsibilities of the approved provider, nominated supervisor, co-ordinators, 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?
- Why are clear and robust procedures for assessment and reassessment of FDC residences and venues important for children’s safety, health and wellbeing?
- How will you learn from the administration of these procedures to improve your practices?
- How will you ensure that the necessary tools are available so the approved provider, nominated supervisor, FDC educators and other staff members can follow the procedures? How will they be made aware of the procedures?
- Do the roles and responsibilities reflect your service type?

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

Roles	Responsibilities
Approved provider	<ul style="list-style-type: none"> • ensure the Assessment and reassessment of residences and venues for FDC policy and procedures are in place • take reasonable steps to ensure that nominated supervisors, co-ordinators, FDC educators, staff and volunteers follow the policy and procedures • 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 • ensure that an assessment is conducted of each FDC residence and approved FDC venue at least once a year • ensure that the matters outlined in regulation 116(2) be considered as part of an assessment • maintain a record of assessments undertaken of each FDC residence and approved FDC venue • notify the regulatory authority of matters in accordance with the notification requirements in sections 173–174 of the National Law and regulations 173–176 • ensure that copies of the policy and procedures are readily accessible to nominated supervisors, co-ordinators, FDC educators, staff, volunteers and families, and available for inspection • ensure no FDC residences or FDC venues are used unless approved by the regulatory authority, if applicable in your state or territory • notify families at least 14 days before changing the policy or procedures if the changes will: <ul style="list-style-type: none"> • affect the fees charged or the way they are collected or • significantly impact the service's education and care of children or • significantly impact the family's ability to utilise the service.

Roles	Responsibilities
Nominated supervisor	<ul style="list-style-type: none"> ensure precautions are taken to protect children from harm or hazard undertake assessments of FDC residences and approved FDC venues (in consultation with the approved provider) ensure rectification of issues identified in assessments are completed ensure that only specific 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.
Co-ordinator	<ul style="list-style-type: none"> ensure precautions are taken to protect children from harm or hazard undertake assessments of FDC residences and approved FDC venues (if delegated by the approved provider) inform FDC educators of their responsibilities in relation to the assessment of FDC residences and approved FDC venues 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 ensure that only specific 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.
FDC educators	<ul style="list-style-type: none"> keep up-to-date with any changes to the Assessment and reassessment of residences and venues for FDC policy and procedures 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) ensure that family members in the FDC residence are regularly reminded of the areas that have been assessed for use 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 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 meet legislative requirements and standards to ensure the safety, health and wellbeing of the children undertake ongoing daily safety checks and regular risk assessments of the environment and practices to ensure the safety, health and wellbeing of the children, and address any identified risks.

The following table will assist you in developing procedures specific to your service's needs and context. Referring to the *Education and Care Services National 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 (this will be specific to the context of your service)	Strategies for monitoring and implementing procedures	Related policy and/or procedures
<p>Conducting an assessment</p> <p>Act: 167</p> <p>Regs: 103–110, 116, 117, 168–172, 177</p> <p>QA2</p> <p>QA3: 3.2.1</p> <p>QA4: 4.1</p> <p>QA5</p> <p>QA6</p> <p>QA7: 7.1.2, 7.1.3</p>	<ul style="list-style-type: none"> • 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. • What the jurisdictional-specific requirements are for assessing FDC residences and approved FDC venues. • Who will conduct the assessments (noting that the legislated responsibility for the assessments lies with the approved provider). • How often to conduct the ongoing assessments of each FDC residence and approved FDC venue (noting that it must be at least annually). • The process for ensuring that the record of assessments is kept. • The process for rectifying risks and concerns identified in assessments. • 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. • The assessment process for any changes to the FDC residence or approved FDC venue, such as a renovation. • 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. 	<ul style="list-style-type: none"> • Make sure your policy and procedures are available for all to access. • Develop a schedule of when assessments (including risk assessments) will be carried out and a template for documentation of these. • Ensure procedures are part of nominated supervisor, co-ordinator and FDC educator induction training, and regularly reviewed at coordination unit meetings. • Consider implementing unannounced co-ordinator visits to monitor the FDC residence or approved FDC venue. • Consider implementing unannounced approved provider visits to the FDC residence or approved FDC venue, to review your procedures for the appropriate assessment and monitoring. • Develop a Home visit record sheet to outline items to be covered during co-ordinator visits, including safety checks of the FDC residence or approved FDC venue. 	<p>Engagement or registration of FDC educators</p> <p>Providing a child safe environment</p> <p>Incident, injury, trauma and illness</p> <p>Provision of information, assistance and training to FDC educators</p> <p>Sun protection</p> <p>Water safety</p> <p>Sleep and rest for children</p> <p>Emergency and evacuation</p> <p>Monitoring, support and supervision of FDC educators</p>
<p>What to include in an assessment</p> <p>Regs: 103–110, 116, 117</p> <p>QA2</p> <p>QA3: 3.2.1</p> <p>QA4: 4.1</p> <p>QA5</p> <p>QA6</p> <p>QA7: 7.1.2, 7.1.3</p>	<p>Matters that must be considered under regulation 116:</p> <p>Suitability of the residence or venue</p> <p>Is it suitable for the number, ages and abilities of the children attending? For example:</p> <ul style="list-style-type: none"> • Are the premises, furniture and equipment are safe, clean and in good repair? Consider: <ul style="list-style-type: none"> • how children use different equipment and any impacts on supervision • the surface, corners, weight and stability of furniture and equipment • recommendations from organisations such as Kidsafe on fall zones and suitable heights of furniture and equipment • whether purchased equipment meets Australian Standards where applicable • whether any home constructed equipment is safe, sturdy, and is in line with, and maintained, according to any applicable Australian Standards 	<ul style="list-style-type: none"> • Develop records or checklists associated with the procedures, e.g. Daily safety checklist, Equipment safety checklist, Risk assessment checklist, emergency and evacuation checklist (particularly if education and care is occurring above ground level). • Ensure procedures and clear expectations about conducting assessments are part of nominated supervisor and co-ordinator induction training, and regularly reviewed at coordination unit meetings. 	<p>Engagement or registration of FDC educators</p> <p>Providing a child safe environment</p> <p>Incident, injury, trauma and illness</p> <p>Provision of information, assistance and training to FDC educators</p> <p>Sun protection</p> <p>Water safety</p> <p>Sleep and rest for children</p> <p>Emergency and evacuation</p>

Areas to include in your procedures	Things to consider and outline in each area (this will be specific to the context of your service)	Strategies for monitoring and implementing procedures	Related policy and/or procedures
	<ul style="list-style-type: none"> • placement of outdoor equipment – avoid placing it too near hard surfaces such as concrete or hard ground • maintenance of equipment and soft fall. • Is any outdoor space used by children 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"> • items which children might use to scale the fence, e.g. play equipment, low tree branches, pot plants • any significant fall height on the other side of a fence or barrier • age appropriate barriers at the top and bottom of stairs • that external gates are kept locked and keys are easily accessible in the event of an emergency. • Does each child have access to sufficient furniture, materials and developmentally appropriate equipment suitable for the education and care? For example: <ul style="list-style-type: none"> • Do you have enough seats and utensils for children to use at meal times? • Do the resources meet the range of interests, ages and abilities of children? • 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. • Are 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 must be located and maintained in a way that does not pose a risk to children. • Is there an adequate, developmentally and age-appropriate toilet, washing and drying facilities for use by children and does the location and design of these facilities enable safe use and convenient access by the children? • Are indoor spaces used by children well ventilated, do they have adequate natural light, and are they maintained at a temperature that ensures the safety and wellbeing of children? • How are the overall sleep/rest environment and sleep equipment fit for purpose? (Refer to Red Nose for best practice.) 		

Areas to include in your procedures	Things to consider and outline in each area (this will be specific to the context of your service)	Strategies for monitoring and implementing procedures	Related policy and/or procedures
	<ul style="list-style-type: none"> • 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. • 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"> • safety glazing if required by the Building Code of Australia, or • treatment with a product that prevents glass from shattering if broken (such as safety film), or • guarding with barriers that prevent a child from hitting or falling against the glass. • 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. • For FDC venues only, the premises must have at least 7 square metres of unencumbered outdoor space. See regulation 108 for calculating this space. <p>Nappy change arrangements</p> <p>Are they suitable for children who wear nappies? Consider:</p> <ul style="list-style-type: none"> • the suitability and location of facilities for disposing of nappies and change equipment • the storage of nappies, wipes, disposable gloves, nappy change paper, detergent, paper towels, etc. • that other children can be adequately supervised when conducting a nappy change. <p>Water safety</p> <p>Are there any water hazards, water features or a swimming pool at the FDC residence or approved FDC venue or nearby?</p> <p>Does the swimming pool meet your jurisdiction-specific requirements (e.g. you may require a swimming pool compliance certificate)?</p> <p>Animals</p> <p>Can animals be kept separate from children to protect their health and safety?</p>		

5. Procedures created/reviewed

Include the date the procedures were created or reviewed.

6. Monitoring, evaluation and review

Your service, in consultation with FDC educators and other key staff, 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.

7. Checklist

- Do the **Assessment and reassessment of residences and venues for FDC procedures** align with your **Assessment and reassessment of residences and venues for FDC policy**?
- Have your procedures been written in plain English and can they be easily implemented by a nominated supervisor, co-ordinator or FDC educator new to your service?
- Is it clear who is responsible for the implementation of the procedures?
- Are all FDC 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?

USEFUL RESOURCES

Include links to useful resources that have helped inform the development of your policy. Be mindful of the existence of any state or territory specific content.

Some examples include, but are not limited to:

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