

Appendices A–H

Supporting Documents for the Proposed National Childcare Cleaning Standard

Prepared by Lindsay Smith

BLB Childcare Cleaning Services

Western Sydney, Australia

2025

Table of Contents

Evidence & Methodology Appendices	Page 3
Appendix A: Full Reference List (APA 7th Edition)	Page 5
Appendix B: Source-Map: Which Evidence Supports Which Part of the Research Problem	Page 7
Appendix C: Methodology & Evidence Selection Framework	
<hr/>	
Data Analysis & Documentation	Page 10
Appendix D: Detailed Evidence Tables	Page 14
Appendix E: Definitions & Key Terms	
<hr/>	
Standards Framework & Compliance	Page 17
Appendix F: Regulatory & Standards Comparison Matrix	Page 20
Appendix G: Proposed Childcare Cleaning Standard (CCS) Framework Overview	
<hr/>	
Implementation Resources	Page 23
Appendix H: CCS Implementation Readiness Checklist	Page 26
Master Appendix Index	

Appendix A

Full Reference List (APA 7th Edition)

This document presents a comprehensive reference list formatted according to APA 7th edition guidelines. All sources are Australian unless otherwise noted. The references are organized by thematic categories to support research in early childhood education and care, workplace health and safety, and regulatory frameworks.

Workforce & Operational Challenges

Educator Workload, Unpaid Labour & Burnout

ABC News. (2025, February 3). *Childcare wage theft: Educators report 7–9 hours of unpaid work weekly*. <https://www.abc.net.au/news/2025-02-03/childcare-wage-theft-unpaid-hours/>

Early Childhood Australia. (2024). *Workforce wellbeing and professional conditions in ECEC*. <https://www.earlychildhoodaustralia.org.au>

United Workers Union. (2024). *ECEC Workforce Survey: Stress, workload and unpaid labour findings*. <https://www.unitedworkers.org.au>

Workforce Sustainability, Turnover & Recruitment

Community Early Learning Australia. (2024). *Sector analysis: Workforce shortages and operational pressures*. <https://www.cela.org.au>

Department of Education. (2024). *Early Childhood Education and Care National Workforce Census*. <https://www.education.gov.au/early-childhood/resources>

Jobs and Skills Australia. (2024). *Workforce capacity study: Early childhood education and care*. <https://www.jobsandskills.gov.au>

Z Staffing. (2025). *The childcare staffing crisis: Turnover, shortages and recruitment delays*. <https://zstaffing.com.au/childcare-staffing-crisis/>

Health, Safety & Regulatory Standards

Illness Transmission & Child Health Outcomes

ABC News. (2024, November 12). *Childcare illness rates exceed national averages*. <https://www.abc.net.au/news/2024-11-12/childcare-illness-rates/>

Australian Institute of Health and Welfare. (2024). *Occupational health and illness data*. <https://www.aihw.gov.au>

Royal Children's Hospital. (2024). *National Child Health Poll: Illness frequency in childcare-aged children*. <https://www.rchpoll.org.au>

WHS Exposure, Chemical Hazards & Psychosocial Stress

Safe Work Australia. (2024). *Managing the risk of hazardous chemicals in the workplace*.
<https://www.safeworkaustralia.gov.au>

Safe Work Australia. (2025). *Key WHS statistics: Exposure risks in care-based professions*.
<https://data.safeworkaustralia.gov.au>

Regulatory Gaps & Compliance Failures

ACECQA. (2024). *National Quality Framework: Overview and requirements*.
<https://www.acecqa.gov.au/nqf/about>

Australian Childcare Alliance. (2024). *Policy submissions on workforce shortages and regulatory strain*.
<https://www.childcarealliance.org.au>

Early Learning Association Australia. (2024). *Workforce and compliance challenges in ECEC*.
<https://www.elaa.org.au>

Sydney University. (2025). *What is going wrong with childcare? Regulatory and workforce failures*.
<https://www.sydney.edu.au/news-opinion>

Industry Standards & International Benchmarks

Infection Control & Cleaning Standards (Non-ECE Specific)

Cleaning Council of Australia. (2024). *National cleaning industry guidelines*.
<https://www.cleaningcouncil.org.au>

ISSA Oceania. (2024). *Cleaning industry standards and best practice*. <https://www.issa.com>

NSW Health. (2024). *Infection prevention and control guidelines*. <https://www.health.nsw.gov.au>

International Benchmarks

Centers for Disease Control and Prevention. (2024). *Infection control in childcare and early learning settings*. <https://www.cdc.gov>

World Health Organization. (2024). *Infection prevention and control in high-risk environments*.
<https://www.who.int>

❏ **Document Information:** 3 pages processed, 3813 KB. Processing time: 4522ms. All references formatted according to APA 7th edition style guidelines with proper italicization, capitalization, and punctuation.

Appendix B

Source-Map: Which Evidence Supports Which Part of the Research Problem

This map shows exactly how each source underpins the academic argument for the CCS. The following sections provide a comprehensive breakdown of evidence across seven key domains of the research problem.

Evidence Mapping: Workforce and Regulatory Challenges

1	<div><h4>1. Educator Workload & Unpaid Labour</h4><p>Supports:</p><ul style="list-style-type: none">• Educators performing cleaning duties• Burnout and role overload• Unsustainable workloads<p>Sources:</p><ul style="list-style-type: none">• ABC News (2025)• UWU Workforce Survey (2024)• Early Childhood Australia (2024)</div>
2	<div><h4>2. Workforce Sustainability & Retention</h4><p>Supports:</p><ul style="list-style-type: none">• High turnover• Recruitment delays• Workforce depletion• Sector instability<p>Sources:</p><ul style="list-style-type: none">• Z Staffing (2025)• Jobs & Skills Australia (2024)• Department of Education Workforce Census (2024)• CELA (2024)</div>

1	<div><h3>3. WHS Exposure & Compliance Failures</h3><p>Supports:</p><ul style="list-style-type: none">• Educators exposed to hazardous chemicals• Bodily fluid risks• Psychosocial stress• WHS obligations falling on the wrong workforce<p>Sources:</p><ul style="list-style-type: none">• Safe Work Australia (2025)• Safe Work Australia (2024)</div>
---	---

Evidence Mapping: Health and Family Impact

1	<div><h3>Illness Transmission & Child Health Outcomes</h3><p>Supports:</p><ul style="list-style-type: none">• High illness rates in childcare• Outbreak frequency• Environmental transmission pathways<p>Sources:</p><ul style="list-style-type: none">• Royal Children's Hospital (2024)• ABC News (2024)• AIHW (2024)</div>
---	---

1	<p>Family Satisfaction & Economic Impact</p> <p>Supports:</p> <ul style="list-style-type: none">• Lost income• Absences• Parental dissatisfaction• Perceived hygiene failures <p>Sources:</p> <ul style="list-style-type: none">• Royal Children's Hospital National Child Health Poll (2024)• Department of Education (2024)
---	--

Evidence Mapping: Standards and Regulatory Framework

1	<p>Regulatory Gaps</p> <p>Supports:</p> <ul style="list-style-type: none">• No national cleaning standard• No defined cleaning responsibilities• No risk-based cleaning model• Inconsistent practices <p>Sources:</p> <ul style="list-style-type: none">• ACECQA NQF (2024)• Sydney University (2025)• ACA (2024)• ELAA (2024)
---	---

1

Infection-Control Standards (Non-ECE Specific)

Supports:

- Existing standards are not childcare-specific
- No mandatory infection-control cleaning requirements
- No national training or accreditation

Sources:

- NSW Health (2024)
- ISSA Oceania (2024)
- Cleaning Council of Australia (2024)

Appendix C

Methodology & Evidence Selection Framework

This appendix outlines the methodology used to identify, evaluate, and synthesise the evidence informing the Childcare Cleaning Standard (CCS) research problem. It documents the selection criteria, scope, data sources, and analytical approach used to ensure the White Paper is grounded in credible, sector-relevant, and academically defensible evidence.

Research Approach & Evidence Inclusion Criteria

1. Research Approach

The research followed a problem-driven evidence synthesis model, designed to map real-world sector issues to reliable data sources. The approach combined targeted literature scanning across government, academic, and sector-peak publications, media analysis of reputable Australian news outlets, workforce-generated data from unions, peak bodies, and national surveys, regulatory and compliance document review, and cross-sector benchmarking using national and international infection-control standards. This ensured the CCS framework was informed by both empirical evidence and practical sector realities.

2. Evidence Inclusion Criteria

Sources were included if they met one or more of the following criteria:

2.1 Relevance to the Research Problem

Evidence had to directly relate to: educator workload, illness transmission, WHS exposure, workforce sustainability, regulatory gaps, infection-control standards, and family satisfaction and economic impact.

2.2 Credibility of the Source

Priority was given to Australian government agencies, recognised research institutions, peak bodies (ECA, CELA, ACA, ELAA), national health authorities, reputable news organisations, and international health bodies (WHO, CDC).

2.3 Recency

Where possible, sources from 2024–2025 were prioritised to ensure contemporary relevance.

2.4 Transparency & Accessibility

Sources needed to be publicly accessible, verifiable, and free from commercial bias.

Each source was analysed and categorised according to the seven components of the research problem:

1. Educator workload & unpaid labour
2. Workforce sustainability & retention
3. WHS exposure & compliance failures
4. Illness transmission & child health outcomes
5. Family satisfaction & economic impact
6. Regulatory gaps
7. Infection-control standards (non-ECE specific)

This mapping process is documented in Appendix B — Source-Map.

4. Analytical Framework

The analysis followed a structured four-step process:

01	02
Problem Identification	Evidence Extraction
Clarifying the systemic issues affecting ECEC cleaning, workforce health, and compliance.	Extracting key findings, statistics, and themes from each source.
03	04
Thematic Synthesis	Implication Analysis
Grouping evidence into the seven research problem categories.	Assessing how each theme contributes to the need for a national Childcare Cleaning Standard.

Limitations & Conclusion

5. Limitations


The methodology acknowledges several limitations:

- Limited availability of childcare-specific infection-control standards
- Variability in data quality across sector-generated surveys
- Gaps in national reporting on educator illness and exposure
- Lack of unified national cleaning guidelines for ECEC settings

These limitations reinforce the need for a standardised, evidence-based CCS.

Conclusion

This methodology ensures the White Paper is grounded in a transparent, defensible, and sector-aligned evidence base. By documenting how sources were selected, mapped, and analysed, Appendix C strengthens the academic integrity of the CCS and supports its adoption as a national reform priority.

 **Note:** This appendix completes the trio of supporting documentation alongside Appendix A — References and Appendix B — Source-Map, providing comprehensive methodological transparency for the Childcare Cleaning Standard research.

Appendix D

Detailed Evidence Tables

This appendix provides detailed evidence tables summarising each source used in the development of the Childcare Cleaning Standard (CCS). These tables outline the citation, key findings, relevance to the research problem, and the specific CCS components each source supports. This format ensures transparency, traceability, and academic rigour in the evidence base underpinning the White Paper.

Table 1. Educator Workload & Unpaid Labour

Source	Key Findings	Relevance to CCS	Supports
ABC News (2025)	Educators report 7–9 hours of unpaid work weekly, including cleaning tasks.	Demonstrates inappropriate task allocation and workload strain.	Educator workload; unpaid labour; burnout.
UWU Workforce Survey (2024)	High levels of stress, unpaid duties, and role overload.	Highlights systemic workforce pressure and unsustainable expectations.	Burnout; workload; role creep.
Early Childhood Australia (2024)	Poor wellbeing linked to excessive non-teaching duties.	Reinforces need for role clarity and workload protection.	Unsustainable workloads; wellbeing impacts.

Table 2. Workforce Sustainability & Retention

Source	Key Findings	Relevance to CCS	Supports
Z Staffing (2025)	High turnover and recruitment delays across ECEC.	Shows workforce instability and staffing gaps.	Turnover; recruitment delays.
Jobs & Skills Australia (2024)	National workforce shortages and capacity issues.	Demonstrates systemic workforce depletion.	Workforce sustainability.
Department of Education Census (2024)	Persistent staffing shortages and operational strain.	Reinforces need for structural workforce support.	Workforce depletion; instability.
CELA (2024)	Centres struggling with staffing and operational pressures.	Highlights sector-wide instability.	Recruitment delays; workforce pressure.

Table 3. WHS Exposure & Compliance Failures

Source	Key Findings	Relevance to CCS	Supports
Safe Work Australia (2025)	High exposure risks in care-based professions.	Shows WHS vulnerabilities in ECEC.	Chemical exposure; bodily fluids; psychosocial stress.
Safe Work Australia (2024)	Hazardous chemical management requirements.	Demonstrates compliance gaps in cleaning practices.	WHS obligations; chemical risks.
AIHW (2024)	Illness and injury data for care workers.	Reinforces need for risk-based cleaning.	Exposure risks; illness pathways.

Table 4. Illness Transmission & Child Health Outcomes

Source	Key Findings	Relevance to CCS	Supports
Royal Children's Hospital (2024)	High illness frequency in childcare-aged children.	Shows environmental transmission pathways.	Illness rates; outbreak frequency.
ABC News (2024)	Childcare illness rates exceed national averages.	Reinforces need for infection-control cleaning.	Illness transmission.
AIHW (2024)	National illness and health burden data.	Supports risk-based cleaning requirements.	Child health outcomes.

Table 5. Family Satisfaction & Economic Impact

Source	Key Findings	Relevance to CCS	Supports
RCH National Poll (2024)	High parental concern about hygiene and illness.	Shows family dissatisfaction and economic strain.	Lost income; absences; hygiene concerns.
Department of Education (2024)	Absence-related impacts on families and centres.	Reinforces economic and operational consequences.	Parental dissatisfaction; economic impact.

Table 6. Regulatory Gaps

Source	Key Findings	Relevance to CCS	Supports
ACECQA NQF (2024)	No defined cleaning responsibilities in NQF.	Demonstrates regulatory ambiguity.	No national standard; unclear roles.
Sydney University (2025)	Systemic regulatory and workforce failures.	Reinforces need for structural reform.	Regulatory gaps; workforce strain.
ACA (2024)	Sector concerns about compliance inconsistencies.	Shows need for national alignment.	Inconsistent practices.
ELAA (2024)	Compliance challenges across ECEC.	Highlights operational inconsistencies.	Lack of defined responsibilities.

Table 7. Infection-Control Standards (Non-ECE Specific)

Source	Key Findings	Relevance to CCS	Supports
NSW Health (2024)	Infection-control guidelines for health settings.	Provides benchmark for risk-based cleaning.	Infection-control standards.
ISSA Oceania (2024)	Industry cleaning standards and best practice.	Offers baseline for professional cleaning.	Cleaning standards.
Cleaning Council of Australia (2024)	National cleaning guidelines.	Reinforces need for accredited training.	Accreditation; infection-control.

Conclusion

These evidence tables provide a transparent, structured summary of the data underpinning the CCS. They demonstrate the breadth, credibility, and relevance of the sources used, supporting the case for a national Childcare Cleaning Standard grounded in rigorous, sector-aligned evidence.

Appendix E

Definitions & Key Terms

This appendix provides clear definitions of key terms used throughout the White Paper. Establishing consistent terminology ensures clarity for policymakers, sector leaders, educators, and cleaning professionals. These definitions support accurate interpretation of the Childcare Cleaning Standard (CCS) and reinforce the distinction between educator duties, general commercial cleaning, and specialised childcare-specific cleaning practices.

Core Professional Roles

<p>Educator</p> <p>A qualified early childhood professional responsible for delivering education, care, supervision, and wellbeing support to children. Educators are not trained or accredited to perform infection-control cleaning or WHS-regulated hygiene tasks.</p>	<p>Commercial Cleaner</p> <p>A general cleaning worker responsible for routine cleaning tasks in commercial environments. Commercial cleaners are not automatically qualified for childcare-specific infection-control cleaning unless they receive additional training and accreditation.</p>	<p>Accredited Childcare Cleaning Provider</p> <p>A cleaning professional or organisation trained in infection-control cleaning, WHS chemical handling, childcare-specific hygiene protocols, risk-based cleaning models, and outbreak response. This role is distinct from both educators and general commercial cleaners.</p>
--	---	---

Cleaning Categories & Standards

Cleaning (General)

Routine cleaning activities performed to remove visible dirt, dust, and debris. General cleaning does not include infection-control procedures, risk-based cleaning, or WHS-regulated chemical handling.

Childcare-Specific Cleaning

A specialised cleaning discipline that applies infection-control principles, WHS compliance, risk-based cleaning schedules, and childcare-specific hygiene protocols. This work must be performed by trained and accredited personnel.

Infection-Control Cleaning

Cleaning and disinfection practices designed to reduce or eliminate pathogens, prevent illness transmission, and break environmental transmission pathways. This includes targeted cleaning, outbreak response, and risk-based hygiene protocols.

Technical Frameworks & Risk Management

Risk-Based Cleaning Model

A cleaning framework that adjusts frequency, method, and intensity based on illness rates, occupancy levels, surface risk level, environmental conditions, and outbreak status. This model is standard in healthcare and high-risk environments but currently absent in ECEC.

Environmental Transmission Pathways

Routes through which pathogens spread via surfaces, shared objects, high-touch points, and contaminated environments. These pathways are a major contributor to illness in childcare settings.

WHS Exposure

Any situation where workers are exposed to hazardous chemicals, bodily fluids, infectious materials, psychosocial stressors, or unsafe cleaning practices. Educators are not trained or authorised to manage these exposures.

Outbreak Response Cleaning

A targeted, high-frequency cleaning protocol activated during illness outbreaks. It includes disinfection of high-touch surfaces, sanitisation of shared items, and enhanced environmental hygiene measures.

Regulatory & Compliance Terms

Hygiene Failure

Any instance where cleaning practices do not meet required standards, resulting in increased illness risk, parental dissatisfaction, or regulatory non-compliance.

Regulatory Gap

A missing or unclear requirement within the National Quality Framework (NQF), WHS legislation, or infection-control guidelines that results in inconsistent or unsafe cleaning practices across ECEC settings.

Conclusion

These definitions establish a shared language for interpreting the Childcare Cleaning Standard. By clarifying the distinctions between roles, responsibilities, and cleaning types, Appendix E supports consistent implementation and strengthens the case for a national, evidence-based cleaning standard in early childhood education and care.

Appendix F

Regulatory & Standards Comparison Matrix

Introduction

This appendix provides a comparative analysis of the regulatory frameworks, standards, and guidelines relevant to cleaning, hygiene, and infection-control in early childhood education and care (ECEC). The matrix highlights gaps, inconsistencies, and areas where existing frameworks fail to provide childcare-specific cleaning requirements. This comparison demonstrates the need for a dedicated Childcare Cleaning Standard (CCS) to ensure safety, compliance, and workforce protection.

Table 1. Comparison of Key Regulatory Frameworks

Framework / Standard	Scope	Cleaning Requirements	Infection-Control Requirements	Childcare-Specific Guidance	Identified Gaps
National Quality Framework (NQF)	Education & care quality	General hygiene references only	No infection-control cleaning requirements	None	No defined cleaning roles; no risk-based model; no standards.
WHS Legislation (Safe Work Australia)	Worker health & safety	Chemical handling, PPE, risk management	Hazardous exposure controls	None	Does not define who performs cleaning; no ECEC-specific protocols.

Framework / Standard	Scope	Cleaning Requirements	Infection-Control Requirements	Childcare-Specific Guidance	Identified Gaps
NSW Health Infection-Control Guidelines	Healthcare & high-risk settings	Detailed cleaning & disinfection protocols	Strong infection-control requirements	No	Not designed for childcare; too clinical; not operationally aligned.
ISSA Oceania Standards	Commercial cleaning industry	Professional cleaning standards	Limited infection-control guidance	No	Not tailored to ECEC; assumes trained cleaners, not educators.
Cleaning Council of Australia Guidelines	National cleaning industry	General cleaning best practice	Some infection-control elements	No	Not ECEC-specific; lacks risk-based frequency models.
WHO / CDC Guidelines	Global infection-control	Strong infection-control protocols	Detailed outbreak response	No	Not designed for childcare; requires adaptation for ECEC.

Table 2. Summary of Gaps Across Frameworks

Gap Category	Description	Impact on ECEC	Why CCS Is Needed
Role Clarity	No framework defines who is responsible for cleaning tasks.	Educators absorb cleaning duties; role overload.	CCS establishes clear workforce boundaries.
Infection-Control Cleaning	No childcare-specific infection-control requirements exist.	High illness transmission; inconsistent practices.	CCS introduces risk-based, evidence-aligned protocols.
Training & Accreditation	No mandated training for childcare cleaning.	Unsafe chemical use; WHS exposure.	CCS creates a national accreditation pathway.
Risk-Based Cleaning Model	Absent from all ECEC frameworks.	Outbreaks persist; reactive cleaning.	CCS implements proactive, risk-based cleaning.
Compliance Mechanisms	No measurable cleaning standards.	Centres cannot demonstrate compliance.	CCS provides measurable, auditable standards.
Consistency Across Services	Practices vary widely between centres.	Inequitable hygiene outcomes.	CCS standardises expectations nationally.

Table 3. Alignment Opportunities for the CCS

CCS Component	Existing Frameworks It Can Align With	Alignment Benefit
Risk-based cleaning schedules	WHO, NSW Health	Evidence-based, defensible protocols.
Chemical safety & WHS compliance	Safe Work Australia	Protects educators and cleaners.
Professional cleaning standards	ISSA, Cleaning Council	Supports accreditation and training.
Hygiene expectations	NQF	Strengthens Quality Area 2 & 3.
Outbreak response	WHO, CDC	Reduces illness transmission.

Conclusion

This comparison matrix demonstrates that no existing framework provides a comprehensive, childcare-specific cleaning standard. While individual frameworks offer partial guidance, none address the unique hygiene, infection-control, and workforce realities of ECEC settings. The Childcare Cleaning Standard (CCS) fills these gaps by providing a unified, evidence-based, and operationally practical model for national implementation.

Appendix G

Proposed Childcare Cleaning Standard (CCS) Framework Overview

Introduction

This appendix provides an overview of the proposed Childcare Cleaning Standard (CCS). It outlines the structure, core components, and operational pillars that form the foundation of the standard. The CCS is designed to provide national consistency, reduce illness transmission, protect educators from WHS exposure, and ensure high-quality hygiene outcomes across all early childhood education and care (ECEC) settings.

1. Purpose of the CCS

The Childcare Cleaning Standard aims to establish clear, nationally consistent cleaning expectations, define roles and responsibilities across the ECEC workforce, introduce risk-based cleaning aligned with illness transmission patterns, ensure WHS-compliant cleaning practices, reduce educator workload and role creep, and improve child health outcomes and family satisfaction.

2. Structure of the CCS

The CCS is organised into five core sections:

1

Roles & Responsibilities

Defines who performs which cleaning tasks, distinguishing educators, commercial cleaners, and accredited childcare-specific cleaning providers.

2

Risk-Based Cleaning Model

Outlines cleaning frequency and method based on risk level, occupancy, illness rates, and outbreak status.

3

Infection-Control Cleaning Protocols

Provides step-by-step procedures for high-touch surfaces, shared items, bodily fluid incidents, and outbreak response.

4

WHS & Chemical Safety Requirements

Specifies safe chemical handling, PPE, storage, and exposure-prevention measures.

5

Compliance, Monitoring & Documentation

Establishes measurable standards, audit tools, and record-keeping expectations.

3. CCS Operational Pillars

The CCS is built on four operational pillars:

3.1 Workforce Clarity

Clear separation of duties between educators, general commercial cleaners, and accredited childcare-specific cleaning providers. This prevents role overload and ensures tasks are performed by trained personnel.

3.2 Infection-Control Alignment

Cleaning practices are aligned with illness transmission pathways, outbreak response requirements, and evidence-based hygiene protocols.

3.3 WHS Compliance

The CCS integrates chemical safety, exposure prevention, psychosocial risk reduction, and safe work practices.

3.4 Measurable Standards

The CCS includes defined cleaning frequencies, task lists, audit criteria, and documentation templates. This ensures consistency and accountability across services.

4. CCS Risk-Based Cleaning Levels

The CCS uses a four-tier model:

Level	Description	Trigger Examples
Level 1 — Routine Cleaning	Standard daily cleaning.	Normal operations.
Level 2 — Enhanced Cleaning	Increased frequency for high-touch areas.	Higher occupancy; seasonal illness.
Level 3 — Targeted Infection-Control Cleaning	Disinfection of high-risk surfaces.	Elevated illness rates; multiple absences.
Level 4 — Outbreak Response Cleaning	Intensive, high-frequency cleaning and disinfection.	Confirmed outbreak; public health advice.

5. CCS Implementation Requirements

To implement the CCS, services must:

- Engage trained or accredited cleaning personnel
- Ensure educators are not performing infection-control cleaning
- Adopt CCS-aligned cleaning schedules
- Maintain compliance documentation
- Provide WHS-compliant chemical storage and PPE
- Participate in periodic audits

6. Benefits of CCS Adoption

The CCS delivers:



Reduced educator workload



Improved workforce retention



Lower illness transmission



Fewer child absences



Increased family satisfaction



Stronger WHS compliance



Consistent national hygiene standards

Conclusion

This overview outlines the structure and intent of the Childcare Cleaning Standard (CCS). The full standard will provide detailed procedures, schedules, and compliance tools to support national implementation. Appendix G serves as the foundational reference for policymakers, sector leaders, and stakeholders evaluating the CCS proposal.

Appendix H

CCS Implementation Readiness Checklist

Introduction

This appendix provides a practical readiness checklist for early childhood education and care (ECEC) services preparing to implement the Childcare Cleaning Standard (CCS). The checklist supports leaders, approved providers, and operational teams to assess their current practices, identify gaps, and plan for a smooth transition to CCS-aligned cleaning, hygiene, and infection-control procedures.

1. Workforce Roles & Responsibilities

1.1 Role Clarity




- ☐ Educator duties clearly exclude infection-control cleaning
- ☐ Cleaning responsibilities are assigned to trained personnel
- ☐ A designated CCS Cleaning Lead is appointed
- ☐ Position descriptions reflect CCS-aligned responsibilities

1.2 Staffing Arrangements




- ☐ Cleaning hours are scheduled and resourced
- ☐ Additional staffing is planned for outbreak periods
- ☐ External cleaning providers meet CCS requirements

2. Training & Competency Requirements

2.1 Mandatory Training




-  All cleaning personnel have completed CCS-aligned training
-  Staff understand WHS chemical handling requirements
-  Educators receive awareness-level training (not cleaning training)

2.2 Competency Verification




-  Certificates or evidence of training are documented
-  Staff demonstrate correct infection-control procedures
-  Refresher training is scheduled annually

3. Cleaning Schedules & Risk-Based Protocols




3.1 Routine Cleaning

-  Daily cleaning schedule is documented
-  High-touch surfaces identified and listed
-  Shared items included in routine cleaning

3.2 Risk-Based Adjustments


-  Level 2 (Enhanced Cleaning) triggers defined
-  Level 3 (Targeted Infection-Control) procedures documented
-  Level 4 (Outbreak Response) protocols ready for activation

3.3 Frequency & Method




-  Cleaning frequencies match CCS requirements
-  Approved methods and products are listed
-  Visual cleaning guides are displayed for staff

4. WHS & Chemical Safety Compliance




4.1 Chemical Management

-  Safety Data Sheets (SDS) available and current
-  Chemicals stored in a secure, compliant location
-  Only CCS-approved products are used

4.2 Personal Protective Equipment (PPE)




-  PPE available, accessible, and fit-for-purpose
-  Staff trained in correct PPE use
-  PPE disposal procedures documented

4.3 Exposure Prevention




-  Bodily fluid incident procedures documented
-  Staff trained in safe response protocols
-  Incident reporting system in place

5. Documentation & Compliance




5.1 Record-Keeping

-  Cleaning logs maintained and accessible
-  Outbreak cleaning records stored separately
-  Audit tools used regularly

5.2 Policies & Procedures

-  CCS-aligned cleaning policy adopted
-  WHS chemical safety policy updated
-  Infection-control policy aligned with CCS

5.3 Quality Assurance

-  Internal audits scheduled
-  External audits planned (if applicable)
-  Corrective actions tracked and documented

6. Communication & Family Engagement

6.1 Internal Communication

- ☐ Staff informed of CCS implementation timeline
- ☐ Cleaning expectations communicated clearly
- ☐ Outbreak response communication plan in place

6.2 Family Communication

- ☐ Families informed of CCS adoption
- ☐ Hygiene and illness-prevention information shared
- ☐ Feedback channels available for families

Conclusion

This readiness checklist supports ECEC services to prepare for the implementation of the Childcare Cleaning Standard (CCS). By assessing current practices and identifying gaps, services can ensure a smooth transition to consistent, evidence-based, and WHS-aligned cleaning practices that protect children, educators, and families.

Master Appendix Index

The following appendices provide the full evidence base, methodological detail, analytical tools, and implementation resources supporting the Childcare Cleaning Standard (CCS). Each appendix is designed to enhance transparency, strengthen academic rigour, and support sector-wide adoption.

Evidence & Methodology Appendices

01	02	03
Full Reference List (APA 7th Style)	Source-Map: Which Evidence Supports Which Part of the Research Problem	Methodology & Evidence Selection Framework
A complete, alphabetised list of all sources cited throughout the White Paper, formatted in APA 7th edition style.	A structured map showing how each source directly underpins the seven components of the CCS research problem.	An explanation of how evidence was identified, evaluated, and synthesised, including inclusion criteria, analytical methods, and limitations.

Data Analysis & Documentation

Appendix D
Detailed Evidence Tables

Comprehensive tables summarising each source, key findings, relevance to the CCS, and the specific research problem components supported.

Appendix E
Definitions & Key Terms

Clear definitions of all key terminology used throughout the White Paper, ensuring consistent interpretation across stakeholders.

Standards Framework & Compliance

Appendix F
Regulatory & Standards Comparison Matrix

A comparative analysis of existing regulatory frameworks and cleaning standards, highlighting gaps and alignment opportunities for the CCS.

Appendix G
Proposed Childcare Cleaning Standard (CCS) Framework Overview

A high-level overview of the CCS structure, operational pillars, risk-based cleaning levels, and implementation requirements.

1

Appendix H

CCS Implementation Readiness Checklist

A practical checklist enabling ECEC services to assess their preparedness for CCS adoption, covering workforce, training, WHS, documentation, and communication.

This comprehensive tool supports sector-wide implementation and ensures operational readiness across all stakeholder groups.

Document Summary

Publication Details

Document Title: Appendices A–H: Supporting Documents for the Proposed National Childcare Cleaning Standard

Author: Lindsay Smith

Organisation: BLB Childcare Cleaning Services

Location: Western Sydney, Australia

Publication Date: 2025

Document Scope

This comprehensive appendix document provides the complete evidence base, methodological framework, analytical tools, and implementation resources supporting the proposed Childcare Cleaning Standard (CCS). The eight appendices contained within this document establish transparency, strengthen academic rigour, and provide practical guidance for policymakers, sector leaders, approved providers, and operational teams across the early childhood education and care sector.

Processing Information

Document Information: 42 pages processed, 570 KB

Processing time: 3482ms

About the Author

Lindsay Smith

Lindsay Smith is the founder and principal of BLB Childcare Cleaning Services, based in Western Sydney, Australia. With extensive experience in the early childhood education and care sector, Lindsay has observed firsthand the operational challenges, workforce pressures, and hygiene inconsistencies affecting childcare centres across Australia.

Recognising the absence of a nationally consistent cleaning standard tailored to the unique needs of ECEC environments, Lindsay developed the foundational research and framework for the Childcare Cleaning Standard (CCS). This work draws on evidence from government agencies, peak bodies, health authorities, workforce surveys, and international infection-control standards to present a comprehensive case for reform.

Lindsay's commitment to improving child health outcomes, protecting educator wellbeing, and elevating professional cleaning standards has positioned BLB Childcare Cleaning Services as a leader in advocating for evidence-based, sector-specific hygiene solutions.

About BLB Childcare Cleaning Services

BLB Childcare Cleaning Services specialises in infection-control cleaning for early childhood education and care settings. The organisation provides WHS-compliant, risk-based cleaning services designed to reduce illness transmission, support workforce sustainability, and ensure regulatory compliance. BLB's approach aligns with the principles of the proposed Childcare Cleaning Standard, offering training, accreditation, and operational support to centres transitioning to professional, evidence-based cleaning practices.

Contact Information

For Enquiries About This Document

For questions, feedback, or further information about the Childcare Cleaning Standard (CCS) and its supporting appendices, please contact:

Lindsay Smith

Founder & Principal

BLB Childcare Cleaning Services

Location:

Western Sydney, Australia

Year of Publication:

2025

Acknowledgements

This document was developed with reference to publicly available research, government data, sector surveys, and international infection-control standards. Gratitude is extended to the early childhood educators, peak bodies, researchers, and cleaning professionals whose work has informed this evidence base and whose ongoing commitment to child safety and educator wellbeing continues to drive sector improvement.

Citation

To cite this document, please use the following format:

Smith, L. (2025). *Appendices A–H: Supporting Documents for the Proposed National Childcare Cleaning Standard*. BLB Childcare Cleaning Services.