

Quality Improvement Plan template

Revised National Quality Standard
commencing 1 February 2018

Updated September 2017



Australian Children's
Education & Care
Quality Authority

The National Quality Standard and Quality Improvement

The National Quality Standard is the standard against which providers self-assess the performance of their service/s in delivering quality education and care, and plan future improvements to their service/s. One result of this process is a Quality Improvement Plan.

The Education and Care Services National Regulations 2017 (the National Regulations) require approved providers to prepare a Quality Improvement Plan (r55) for each service that:

- includes an assessment by the provider of the quality of the practices of the service against the National Quality Standard and the National Regulations; and
- identifies any areas that the provider considers may require improvement; and
- contains a statement of philosophy of the service.

The National Regulations do not prescribe a format for a Quality Improvement Plan. The purpose of this template is to offer a format that supports approved providers to meet their obligations under the National Regulations.

Approved providers also have an obligation (r56) to review and revise the Quality Improvement Plan at least annually, having regard to the National Quality Standard.

A Quality Improvement Plan must be reviewed and/or submitted to the Regulatory Authority on request.

Service details

Service name		Service approval number	
Kingston Early Learning Centre		SE-00010539	
Primary contacts at service			
Linda Troeth			
Physical location of service		Physical location contact details	
Street	32 Cameron Street	Telephone	(08) 87672368
Suburb	Kingston SE	Mobile	
State/territory	South Australia	Fax	(08) 87673005
Postcode	5275	Email	
Approved Provider		Nominated Supervisor	
Primary contact	Department of Education and Child Development	Name	Linda Troeth
Telephone		Telephone	(08) 87672368
Mobile		Mobile	0400783411
Fax		Fax	(08) 87673005
Email		Email	Linda.Troeth10@schools.sa.edu.au
Postal address (if different to physical location of service)			
Street		State/territory	
Suburb		Postcode	

Operating hours

For each day of the week this service is open, indicate the times of the day when education and care is provided. For centre-based services, this does not include non-contact hours for staff.

Describe the scheduled opening and closing times using 24 hour clock (e.g. 07:30 to 18:00) rather than 'AM' and 'PM'.

Round times to the nearest quarter of an hour.

If the service is open for two sessions per day, please indicate the opening and closing times for both sessions.

Family day care services or multi-site services should list the operating hours of the service office.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	8:00-18:00 Rural Care	8:00-18:00 Rural Care 9:00 – 15:00 Kindy	8:00-18:00 Rural Care 9:00 – 15:00 Kindy	8:00-18:00 Rural Care 9:00 – 15:00 Kindy	8:00-18:00 Rural Care		
Closing time	8:00 – 18:00 Rural Care	8:00 – 18:00 Rural Care 9:00 – 15:00 Kindy	8:00 – 18:00 Rural Care 9:00 – 15:00 Kindy	8:00 – 18:00 Rural Care 9:00 – 15:00 Kindy	8:00 – 18:00 Rural Care		

Additional information about your service

The following information will assist the Regulatory Authority to plan the assessment visit.

Provide additional information about your service—parking, school holiday dates, pupil-free days etc.

Rural Care Closes for 2 weeks during Christmas Holidays and Rural Care staff are not on site

Preschool closes each school holidays and staff are not on site

How are the children grouped at your service?

Preschool children 23 attend Tuesday and Thursday every week and alternate Wednesdays as part of Universal Access Preschool (15 hours)

Rural Care - we are a two worker program Monday – Friday. We can have up to 15 children (depending on age and ratios). If we have room we offer before and after school care as well as vacation care

Write the name and position of person(s) responsible for submitting this Quality Improvement Plan (e.g. 'Cheryl Smith, Nominated Supervisor)

Director and Nominated Supervisor – Linda Troeth

For family day care services, indicate the number of educators currently registered in the service and attach a list of the educators and their addresses.

No. of educators: 6 - Brogan Watmuff (P.O. Box 131, Kingston SE 5275); Michele Rosser (19 Janet St, Kingston SE 5275), Megan Pomery (4 McFarlane St, Kingston SE 5275); Lean Gibbs (P.O. Box 256, Kingston SE SA 5275)), Doris Doe (Kingston Caravan Park, 34 Marine Pde, Kingston SE 5275), Alecia Cook (Cooke St, Kingston SE 5275).

Service statement of philosophy

Please insert your service's statement of philosophy here.

Our values and vision make us who we are: A community of children educators and families... learning with and from one another...having fun...connecting with the world and each other... facing challenges with optimism, respect and wonder.

PARTNERSHIPS AND WELLBEING

Genuine wellbeing and partnerships with families occurs when a relationship is reciprocal and respectful. We understand that families are the child's first and most influential educators and that wellbeing occurs in a safe and healthy environment. We believe our role is to offer support and a place for families, where families are respected and valued, where all people have a voice and a sense of belonging. To achieve this we will engage in real conversations with our families about our understandings and insights into the children in our care. We will use reflection and new understandings to bring about positive change.

LEARNING

We believe that children learn best when they are actively engaged in meaningful experiences that build on their current understandings and interests. We provide safe, nurturing playful learning experiences. Our everyday interactions and our environment encourage creativity, literacy, numeracy and problem solving skills that are necessary for lifelong learning. We value children's ideas and wonderings and respond to them when we plan experiences. Family and Community involvement in our curriculum introduces children to new and diverse experiences and enriches their learning. Educators work collaboratively and learn from each other by valuing our diverse ideas and expertise.

RESPECT AND INCLUSIVITY

We believe that everyone is a capable and competent learner. We care for one another and for our world and we value children learning. We actively engage in discussions and experiences with children that aim to respect diversity and challenge stereotypes and biases. Our central focus is on relationships, responsibility and working together to strengthen relationships. Our aim is for everyone to feel safe secure and confident to share their ideas and to be open to new ideas. We believe that assisting children to sustain the dispositions of confidence, communication, purposeful and persistent, resourceful, wellbeing, will enable them to make fair decisions for themselves and actively contribute to their world.

GOV COUNCIL APPROVED "Sept 2015

OUR BIG IDEA FOR 2018 IS: DEVELOPING AND PROMOTING CHILDRENS AGENCY

Quality Area 1: Educational program and practice

This quality area of the *National Quality Standard* focuses on ensuring that the educational program and practice is stimulating and engaging and enhances children’s learning and development. In school age care services, the program nurtures the development of life skills and complements children’s experiences, opportunities and relationships at school, at home and in the community.

Quality Area 1: Standards and elements

Standard 1.1	The educational program enhances each child’s learning and development.	
Approved learning framework	Element 1.1.1	Curriculum decision-making contributes to each child’s learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
Child-centred	Element 1.1.2	Each child’s current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
Program learning opportunities	Element 1.1.3	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child’s learning.
Standard 1.2	Educators facilitate and extend each child’s learning and development.	
Intentional teaching	Element 1.2.1	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
Responsive teaching and scaffolding	Element 1.2.2	Educators respond to children’s ideas and play and extend children’s learning through open-ended questions, interactions and feedback.
Child directed learning	Element 1.2.3	Each child’s agency is promoted, enabling them to make choices and decisions that influence events and their world.
Standard 1.3	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.	
Assessment and planning cycle	Element 1.3.1	Each child’s learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.
Critical reflection	Element 1.3.2	Critical reflection on children’s learning and development, both as individuals and in groups, drives program planning and implementation.

Information for families	Element 1.3.3	Families are informed about the program and their child's progress.
--------------------------	---------------	---

Quality Area 1: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
1.1.1, 1.1.3, 1.2.1, 1.2.2, 1.2.3	section 51(1)(b)	Conditions on service approval (educational and developmental needs of children)
1.1.1	section 168(1)(a)-(b)	Program designed for each child
1.1.2, 1.1.3, 1.2.2, 1.2.3, 1.3.1, 1.3.2	section 168(1)(c)-(d)	Program designed for each child
1.1.1, 1.1.2, 1.1.3, 1.2.2, 1.2.3, 1.3.1, 1.3.2	regulation 73	Educational program
1.1.2, 1.1.3, 1.2.2, 1.2.3, 1.3.1, 1.3.2, 1.3.3	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
1.3.1, 1.3.3	regulation 75	Information about the educational program to be kept available
1.3.3	regulation 76	Information about educational program to be given to parents
1.3.3	regulation 111	Administrative Space
1.1.3, 1.2.1, 1.2.2, 1.2.3, 1.3.2	regulation 155	Interactions with children
1.1.3, 1.2.1, 1.2.2, 1.2.3, 1.3.2	regulation 156	Relationships in groups

Standard/element	National Law (section) and National Regulations (regulation)	
1.3.1	regulation 177(1)(a)	Prescribed enrolment and other documents to be kept by approved provider – the documentation of child assessments or evaluations for delivery of the educational program
1.3.1	regulation 178(1)(a)	Prescribed enrolment and other documents to be kept by family day care educator – the documentation of child assessments or evaluations for delivery of the educational program
1.1.1	Regulation 254	Declared approved learning frameworks
1.3.1, 1.3.3	regulation 274A NSW	Programs for children over preschool age
1.3.1, 1.3.3	regulation 289A NT	Programs for children over preschool age
1.3.1, 1.3.3	regulation 298A Qld	Programs for children over preschool age

Quality Improvement Plan for Quality Area 1

Summary of strengths for Quality Area 1

Strengths

The centre program and practise is based on the Early Years Learning Framework, the Dispositions for Learning, Numeracy and Literacy Indicators and children's interest. These guide the program for each individual child and ensures that their learning and development are enhanced. We use the Preschool Numeracy and Literacy Indicators to inform learning and guide assessment. The curriculum is informed by context, setting, children's interest and cultural diversity within our community. Staff use Floor Books and Learning Stories to help assess curriculum and to inform families of children's learning.

Staff work with families to collect information about their child at enrolment and throughout the child's time at the centre. This information includes a wide range of topics such as: interests, strengths, cultural beliefs, capabilities, experiences, medical, health, diet and feeding, sleep and toileting routines and parent expectation. This information and interviews with families, guides educators in the centre to create Individual learning plans for each child, which then informs and guides the Centres learning program.

Each child has a portfolio containing Learning stories, individual and group learning experiences, work samples, evaluations of learning, photographs and a Preschool Statement of Learning.

Children with additional learning needs have access to preschool support and support services at the Centre.

Staff work closely with community organisations to ensure that programs at the Centre are inclusive for all children and families.

Staff work collaboratively during shared programming times.

Daily routines are evident and displayed at the site.

Daily routines enable children to spend uninterrupted periods of time exploring, investigating and challenging themselves creatively and imaginatively.

Daily routines include planned group times for children to work collaboratively and to scaffold their learning from others.

Data gathered is used in reporting to parents and the community through the annual reporting process, The Quality Improvement Plan and student and parent surveys.

Staff participate in regular professional development and share their learning at staff team meetings.

Staff professional development is linked to the site priorities.

Staff participate in regular Performance Development

The Centre has Quality Area 1 - Literacy, Numeracy, STEM and Wellbeing as learning priorities.

The Centre works closely with the school, having planned visits throughout the year to promote transition to school.

Key improvements sought for Quality Area 1

Improvement Plan

Standard/element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1.1.1	<p>Programming:</p> <p>How does our program:</p> <ul style="list-style-type: none"> - Reflect individual learning - Show links between ILP's, curriculum and interests - Document interests, noticings and wonderings about the children - How do we share this with families 	<p>The written programme reflects and documents learning of individual children.</p> <p>There are links to children's learning within the program and documents that assess children's learning</p> <p>Children's learning is documented in the form of ILP's, Numeracy and Literacy Indicators and within the program.</p>	H	<p>COMMUNICATION:</p> <p>This is something that all staff have to commit to. It is important that communication is verbal and written so all staff understand what is happening on a daily basis and children's learning is a shared process</p> <p>TIME: staff to commit to working together at the end of the day to reflect on the days activities and learning. This will help to inform and document future learning needs and activities.</p>	<p>Staff are aware and understand what priorities and learning activities will be a focus and promoted on a day (before hand) to ensure all staff can contribute and report.</p>	On going	
1.2.1	<p>Is each child's learning and development assessed as part of an ongoing cycle of planning and documenting and evaluation</p>	<p>There is a check to ensure all childrens learning is being documented and covered in the program</p> <p>We need to see that not only planning and documenting is occurring but evaluation as well.</p>	H	<p>Rural Care staff to take time at the end of shifts to communicate learning to other staff and ensure that documenting on the program is occurring</p> <p>Recording learning: all staff work together to introduce a process for documenting learning, wonderings and noticings on a daily/weekly basis.</p>	<p>Staff are seen to be sitting together at the end of the day reflecting. This will be noticed in the program and wonderings by the extra documentation and planning for future learning.</p> <p>Staff are able to show the documentation for children's learning that informs families and ILP's on our learning goals for individual children. These will inform the Summative Report at the end of the year. Therefore if there is a question about what is written in the Summative Report, there will be evidence to support it.</p>	By T1	On going



				<p>These can be used to reflect on children’s learning and used to inform future programming needs and ILP’s. If a process is not working, then staff need to be brave and admit to this and offer another solution.</p> <p>Ensure we are evaluating children’s learning and documenting this.</p> <p>Staff to work together to work out how we will link the learning within the program.</p> <p>A check list is included in our programming book to ensure all children are being mentioned in the program and have learning plans in their portfolio</p> <p>Sharing with families: staff to discuss a method that will share information on the program with families</p>	<p>There will be a link noted within the program to ILP, interests and curriculum</p> <p>Staff note when children are mentioned in program and doing learning stories. Staff are able to identify the children that “slip under the radar” and ensure they are included in the documentation.</p> <p>Families are aware of what learning is occurring at the Centre on a regular basis.</p>	<p>On going</p> <p>T1</p> <p>On going</p>	
1.1.3 1.1.6	How is children’s AGENCY incorporated into planning (children’s voice)	To be able to identify and discuss children’s agency within our programme	H	Staff to discuss: What is Agency?	Staff are able to describe children’s agency. How we promote it and how it is	Begin in T1 but will be	



				Do we see it at our kindy? Our Role? How do we promote Agency? How do we document/incorporate this in our planning/program? How is this mentioned in our Philosophy?	seen/documentated within our program.	an ongoing process	
1.1.4	How do we document individual learning and share this with families.	All families are familiar with their child's ILP goals and what learning their children are doing at kindy	H	Review our ILP's and share these with families at a meeting. This is so it can be discussed and verified what we are focusing on for their child. Review our reporting: Meetings with parents in term 1 and 3 to discuss children's learning and ILP's. Written report done in term 4 so all documented learning in this is relevant to the child's abilities at the end of the year.	Families are aware of what learning is occurring at Kindy.	Begin in T1 but will be ongoing Ongoing	T1 Have researched other centres procedures and documenting of ILP's. We decided to adopt a similar method to Windsor Gardens Children Centre. Introduce meetings with parents to discuss ILP and for families to have input.
1.1.6	See 1.1.3 Is our philosophy promoting Children's Agency. Are we living our philosophy.	We can promote and be seen living our philosophy within our practise at the Centre. Staff, families and children have a "say" in our philosophy	H	Staff to review and identify what we would like in our philosophy. Remembering that we want to promote Children's Agency.	A philosophy that staff can be proud of and are able to live in their day to day practice. Staff to be able to refer to the philosophy when talking	Begin T2	



	Can families see our Philosophy within our practise			Staff to research how to include children's agency in our philosophy Families to have a say: try to get feedback from families about what's important to them Ask the children for their opinion about kindy	to new families about the centre practises.		
--	---	--	--	--	---	--	--

Quality Area 2: Children's health and safety

This quality area of the *National Quality Standard* focuses on safeguarding and promoting children's health and safety.

Quality Area 2: Standards and elements

Standard 2.1		
Wellbeing and comfort	Element 2.1.1	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.
Health practices and procedures	Element 2.1.2	Effective illness and injury management and hygiene practices are promoted and implemented.
Healthy lifestyle	Element 2.1.3	Healthy eating and physical activity is promoted and is appropriate for each child.
Standard 2.2		
Supervision	Element 2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
Incident and emergency management	Element 2.2.2	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
Child protection	Element 2.2.3	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

Quality Area 2: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3	section 51(1)(a)	Conditions on service approval (safety, health and wellbeing of children)
2.2.3	section 162A	Persons in day-to-day charge and nominated supervisors to have child protection training
2.2.1	section 165	Offence to inadequately supervise children
2.1.1	section 166	Offence to use inappropriate discipline
2.2.1	section 167	Offence relating to protection of children from harm and hazards
2.2.1	section 169	Offence relating to staffing arrangements
2.2.1	section 170	Offence relating to unauthorised persons on education and care service premises
2.2.1	section 171	Offence relating to direction to exclude inappropriate persons from education and care premises
2.2.1	section 189	Emergency removal of children
2.1.2, 2.1.3, 2.2.1	regulation 77	Health, hygiene and safe food practices
2.1.3, 2.2.1	regulation 78	Food and beverages
2.1.3, 2.2.1	regulation 79	Service providing food and beverages
2.1.3, 2.2.1	regulation 80	Weekly menu
2.1.1	regulation 81	Sleep and rest
2.2.1	regulation 82	Tobacco, drug and alcohol free environment
Standard/element	National Law (section) and National Regulations (regulation)	

2.2.1	regulation 83	Staff members and family day care educators not to be affected by alcohol or drugs
2.2.3	regulation 84	Awareness of child protection law
2.1.2, 2.2.2, 2.2.3	regulation 85	Incident, injury, trauma and illness policies and procedures
2.1.2, 2.2.1, 2.2.2, 2.2.3	regulation 86	Notification to parents of incident, injury, trauma and illness
2.1.2, 2.2.1, 2.2.2, 2.2.3	regulation 87	Incident, injury, trauma and illness record
2.1.2	regulation 88	Infectious diseases
2.1.2	regulation 89	First aid kits
2.1.2, 2.2.1	regulation 90	Medical conditions policy
2.1.2, 2.2.1	regulation 91	Medical conditions policy to be provided to parents
2.1.2, 2.2.1	regulation 92	Medication record
2.1.2	regulation 93	Administration of medication
2.1.2	regulation 94	Exception to authorisation requirement—anaphylaxis or asthma emergency
2.1.2	regulation 95	Procedure for administration of medication
2.1.2	regulation 96	Self-administration of medication
2.2.2	regulation 97	Emergency and evacuation procedures
2.2.2	regulation 98	Telephone or other communication equipment

Standard/element	National Law (section) and National Regulations (regulation)	
2.2.1	regulation 99	Children leaving the education and care premises
2.2.1	regulation 100	Risk assessment must be conducted before excursion
2.2.1	regulation 101	Conduct of risk assessment for excursion
2.2.1	regulation 102	Authorisation for excursions
2.1.2	regulation 136	First aid qualifications
2.2.1	regulation 161	Authorisations to be kept in enrolment record
2.1.2, 2.2.1	regulation 162	Health information to be kept in enrolment record, including the immunisation status of the child
2.2.2	regulation 160	Child enrolment records to be kept by approved provider and family day care educator
2.2.2	regulation 161	Authorisations to be kept in enrolment record
2.2.2	regulation 162	health information to be kept in enrolment record
2.2.1	regulation 166	Children not to be alone with visitors
2.1.2, 2.1.3, 2.2.1, 2.2.2	regulation 168	Education and care service must have policies and procedures
2.1.1	regulation 168(2)(a)(v)	Education and care service must have policies and procedures in relation to sleep and rest for children

Standard/element	National Law (section) and National Regulations (regulation)	
2.1.2, 2.2.2, 2.2.3	regulation 177	Prescribed enrolment and other documents to be kept by approved provider
2.1.2, 2.2.2, 2.2.3	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator
2.2.1	regulation 274 NSW	Swimming pools
2.2.1	regulation 344 Tasmania	Safety screening clearance – staff members
2.2.1	regulation 345 Tasmania	Swimming pool prohibition

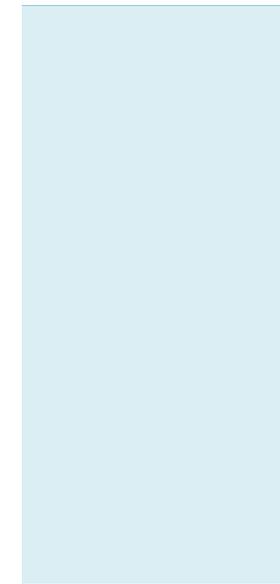
Quality Improvement Plan for Quality Area 2

Summary of strengths for Quality Area 2

Strengths

In our centre children's health and safety is met through:

- Centre staff model good hygiene practises and re enforce good practise through conversations actions and programming.
- Children's needs are discussed with families, a daily diary is available for parents to document children's needs for the day and bus children's families communicate to staff through a communication book.
- Infectious diseases are reported to families with information displayed, verbally talking to parents, notes in pockets and reminders included in newsletters.
- Children with specific health needs/ action plans are photographed and displayed for all staff to have information.
- All first aid equipment is stored appropriately and kits regularly audited.
- Evacuations and In-evacuations are regularly practised with the children and recorded
- All staff trained in Responding to Abuse and neglect (child safe environments.) and the Child Protection Curriculum.
- Families receive healthy eating information through regular newsletter information and posters and displays in the Centre.
- Hats and sunscreen are worn for outside play from September – April. All cords are to be removed from hats to reduce choking hazards.
- The Centre environment is always effectively supervised.
- Staff maintain the Centre's roster arrangements and use written and verbal hand over procedures to maintain a continuation of care and learning.
- We use the Departments Business Manager to manage OHSW issues and Risk Assessment management.
- Staff utilise daily safety checks of both indoors and outdoors as well as conducting audits and hazard checklists. Near Misses are recorded and reported on and acted upon through staff or management meetings.
- Preventative Maintenance is conducted throughout the year on our site facilities and plant.
- Break down Maintenance is a part of the centres budget and planned for any unexpected breakdowns.
- Hazardous chemicals are kept to a minimum and stored in locked cupboards with MSDS displayed. This assists in the prevention of potential hazards to both children and adults.
- Compliance with staff/child ratios as per standards are planned for and maintained.
- We have effective policies and processes to manage individual health and medical needs of individual children.
- Volunteers both parents and community members have also been screened for Criminal history checks to ensure the safety of children in our care
- All staff have First Aid training and use "You've Got What" document and Chess website when managing children's health issues. Our nappy changing and toileting procedures, medication, anaphylaxis, asthma plans have been sourced from these documents.



Key improvements sought for Quality Area 2

Improvement Plan

Standard/element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
2.1	How do we promote a child's agency with their health and care.	For children to be able to look after their own health and hygiene	L	<p>Explain to children at the times we require them to "wash hands" why we do this.</p> <p>Promote Healthy eating. Talk about foods which are healthy e.g. fruit and that we eat these first out of our lunch box.</p> <p>Educate parents through newsletters and conversations about what food children need to bring to Kindy.</p> <p>Promote hand washing before meals. Update the photos in the bathroom to show how to do this.</p> <p>Sun safety: wear hats outside and promoting the application of sunscreen when needed.</p> <p>Promoting toilet hygiene. Such as pushing the</p>	Children are able to look after their own hygiene and talk about health snacks etc	Ongoing	To support children's agency we have set up a table with tissues, small bin, mirrors. The children have access to sunblock when needed but we have not put it down low due to the younger children accessing it.



				<p>button, weeing in the toilet, washing hands after. Maybe introducing some pictures to help with this procedure.</p> <p>Promote hygiene during cooking experiences.</p> <p>Promoting children to wipe own nose. Ensure the tissues and bins are available for children to use.</p>			
2.2	Are the children supervised at all times e.g. is there someone always outside with the children (even when staff need to go to toilet etc)	Children are supervised by an adult at all times	M	<p>Introduce a system where staff are given responsibilities of area. E.g. name the staff member inside and outside. Document this on the program so all are aware of their responsibilities</p> <p>If staff need to come inside for any reason they need to inform other staff to ensure there is someone supervising,</p>	Children are supervised at all times and are aware of who is the staff member outside.	T1	Kindy staff have introduced the system on our programming and it seems to be working.



Quality Area 3: Physical environment

This quality area of the *National Quality Standard* focuses on the physical environment and ensuring that it is safe, suitable and provides a rich and diverse range of experiences that promote children's learning and development.

Quality Area 3: Standards and elements

Standard 3.1	The design of the facilities is appropriate for the operation of a service.	
Fir for purpose	Element 3.1.1	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
Upkeep	Element 3.1.2	Premises, furniture and equipment are safe, clean and well maintained.
Standard 3.2	The service environment is inclusive, promotes competence and supports exploration and play-based learning.	
Inclusive environment	Element 3.2.1	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.
Resources support play-based learning	Element 3.2.2	Resources, materials and equipment allow for multiple uses, are sufficient in number, enable every child to engage in play-based learning.
Environmentally responsible	Element 3.2.3	The service cares for the environment and supports children to become environmentally responsible.

Quality Area 3: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
3.2.3	section 168	Offence relating to required programs
3.2.3	regulation 73(2)(b)	Educational program is to contribute to the outcome that each child will be connected with and contribute to his or her world
3.1.1, 3.1.2	regulation 103	Premises, furniture and equipment to be safe, clean and in good repair
3.1.1	regulation 104	Fencing and security
3.2.1, 3.2.2	regulation 105	Furniture, materials and equipment
3.1.1, 3.1.2	regulation 106	Laundry and hygiene facilities
3.1.1	regulation 107	Space requirements—indoor
3.1.1	regulation 108	Space requirements—outdoor space
3.1.1, 3.1.2, 3.2.1	regulation 109	Toilet and hygiene facilities
3.1.1	regulation 110	Ventilation and natural light
3.1.1	regulation 111	Administrative space
3.1.1, 3.1.2	regulation 112	Nappy change facilities
3.1.1, 3.2.1, 3.2.2	regulation 113	Outdoor space—natural environment
3.1.1	regulation 114	Outdoor space—shade
3.1.1	regulation 115	Premises designed to facilitate supervision



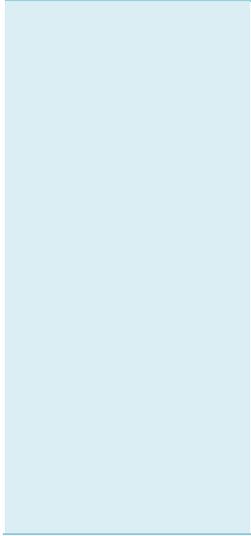
Standard/element	National Law (section) and National Regulations (regulation)	
3.1.1, 3.1.2	regulation 116	Assessments of family day care residences and approved family day care venues
3.1.1	regulation 117	Glass (additional requirement for family day care
3.1.1, 3.1.2	regulation 274 NSW	Swimming pools
3.1.1, 3.1.2	regulation 345 Tasmania	Swimming pool prohibition

Quality Improvement Plan for Quality Area 3

Summary of strengths for Quality Area 3

Strengths

- The outdoor and the indoor areas are designed to allow access for all children and families.
- We have wheelchair access to the veranda.
- The learning environment encourages children to be creative, create their own games and role play scenarios.
- The outdoor area has natural shade and specific constructed shade areas. The area has flexible spaces to allow gross motor development as well as areas to encourage curiosity and wonder in the natural environment.
- All children (birth – 12years) and staff share the outdoor area.
- There is soft fall bark under all of the climbing and swing areas which is regularly maintained.
- Our outdoor area has been created into garden rooms for the children. There are bushes that have been trimmed to enable the children to hide, experiment and explore in, by themselves or with a friend.
- There is a Gazebo which can be used in a variety ways for performing music, plays, creating objects through construction sets etc, or used for dramatic play experiences
- A vegetable garden and dwarf fruit trees have been developed to grow a variety of produce for cooking experiences, observing the lifecycles of plants and excess produce is given to families as part of our sustainable practices of recycling.
- There is a wormery which the children feed their fruit and food scraps to
- The Centre has a diverse range of well-maintained resources to encourage each child to engage in the program.
- All areas of the Centre are well supervised; the outdoor and indoor program, collaboratively planned by both rural care and preschool staff team to reflect the Centre's birth – 5 years learning focus and up to 12 years of age during after school care and vacation care.
- All equipment is well maintained and storage areas are adequate.
- We have a mud pit and mud kitchen for children to explore
- We are building up our loose parts in the yard for children to use such as bricks and sticks.
- The outdoor area is securely fenced
- The site WH&S representative and staff undertake regular outdoor area audits/inspections to ensure equipment is safe.
- WH&S is an agenda item at all staff meetings and Governing Council meetings
- The Centre has a maintenance schedule, access to a maintenance hotline/breakdown maintenance and business manager WH&S program.
- Each year budget provisions are made to upgrade areas in the centre.



Key improvements sought for Quality Area 3

Improvement plan

Standard/element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
3.1.3	Are we able to use our back area effectively	The children to have more access to playing out the back where the cubby house is	M	We feel that there needs to be a cover due to not having access when it is too hot/wet. Will get a quote for a cover to be built over the play area	Being able to use the back area more often	Begin process in term 1	T1 Contact Peter Seebholm about getting a quote. Filled out a project commencement form and faxed 6/3
3.2	<p>How do we promote children's Agency in our environment:.(link into our philosophy)</p> <p>Things to think about:</p> <p>Are they able to engage in both indoor and outdoor activity</p> <p>Can they initiate their own experiences</p> <p>Is our environment flexible</p> <p>Do we offer enough opportunities or the environment that encourages exploration.</p> <p>Is our environment inclusive</p> <p>-</p>	<p>For children to be able to make choice, experient, initiate own experiences, explore and engage in the Kindy environment.</p> <p>Develop children's sense of Agency.</p>	H	Staff to reflect on our environment, research and make suggestions on how we can change/rearrange to make it better	Observing all children engaging in the environment, making choices, exploring and experimenting.	On going	



3.3	Embedding sustainable practices in our environment	Would like to see Staff and children practising recycling e.g. separating rubbish	M	<p>We currently practice separating our food scraps to our paper rubbish ... to feed the worms, at eating times</p> <p>Begin to add recycling bins in the environment to separate paper from other rubbish to encourage recycling.</p> <p>Start educating the children during group on sustainability and recycling</p>	<p>We have paper bins and rubbish bins in place and all are separating their rubbish</p> <p>.Hearing children discussing sustainability to each other and families.</p>	Begin t2	

Quality Area 4: Staffing arrangements

This quality area of the *National Quality Standard* focuses on the provision of qualified and experienced educators, co-ordinators and nominated and experienced supervisors who are able to develop warm, respectful relationships with children, create safe and predictable environments and encourage children's active engagement in the learning program.

Quality Area 4: Standards and elements

Standard 4.1 Staffing arrangements enhance children's learning and development.		
Organisation of educators	Element 4.1.1	The organisation of educators across the service supports children's learning and development.
Continuity of staff	Element 4.1.2	Every effort is made for children to experience continuity of educators at the service.
Standard 4.2 Management, educators and staff are collaborative, respectful and ethical.		
Professional collaboration	Element 4.2.1	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
Professional standards	Element 4.2.2	Professional standards guide practice, interactions and relationships.

Quality Area 4: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
4.1.1	section 161	Offence to operate education and care service without nominated supervisor
4.1.1	section 162	Offence to operate education and care service unless responsible person is present
4.1.1	section 163	Offence relating to appointment or engagement of family day care coordinators
4.1.1	section 164A	Offence relating to the education and care of children by family day care service
4.1.1	section 169	Offence relating to staffing arrangements
4.1.1	regulations 119–120	Age and supervision requirements
4.2.2	regulation 117A–117C	Minimum requirements for a person in day-to-day charge, nominated supervisor and family day care educator
4.1.1, 4.1.2	regulations 121–124	Minimum number of educators required
4.1.1	regulations 125–128	Educational qualifications for educators
4.1.1, 4.1.2	regulations 129–135	Requirements for educators who are early childhood teachers
4.1	regulation 136	First aid qualifications
4.1.1	regulations 137–143	Approval and determination of qualifications
4.1.1, 4.1.2	regulation 144	Family day care educator assistant
4.1.1	regulations 145–152	Staff and educator records—centre-based services

Standard/element	National Law (section) and National Regulations (regulation)	
4.1.1	regulation 153	Register of family day care educators
4.1.1	regulation 154	Record of staff, family day care coordinators and family day care educator assistants
4.1.1, 4.1.2, 4.2.1, 4.2.2	regulation 168(2)(i)	Policies and procedures are required in relation to staffing including a code of conduct for staff members; determining the responsible person present at the service and the participation of volunteers and students on practicum placements.
4.2.1	regulation 169(2)(d)	Additional policies and procedures in relation to monitoring, support and supervision of family day care educators (family day care service)
4.2.1	regulation 169(2)(g)	Additional policies and procedures in relation to the provision of information, assistance and training to family day care educators (family day care service)
4.1.1	regulation 239	Centre-based service offering a preschool program in a composite class in a school
4.1.1	regulation 239A	Centre-based services in remote and very remote areas—attendance of early childhood teachers
4.1.1	regulation 240	Qualifications for educators (centre-based service)
4.1.1	regulation 241	Persons taken to hold an approved early childhood teaching qualification
4.1.1	regulation 242	Persons taken to be early childhood teachers
4.1.1	regulation 243	Persons taken to hold an approved diploma level education and care qualification
4.1.1	regulation 243A	Persons taken to hold an approved diploma level education and care qualification for regulation 128 in Queensland
4.1.1	regulation 244	Persons taken to hold an approved certificate III level education and care qualification
4.1.1	regulations 260-262 ACT	Children over preschool age – minimum number of educators and qualifications required

Standard/element	National Law (section) and National Regulations (regulation)	
4.1.1	regulations 266-267 ACT	Transitional provisions – staffing arrangements (centre-based services)
4.1.1	regulations 271-272 NSW	Minimum number of educators and qualifications and training required
4.1.1	regulation 278 NSW	Qualifications for primary contact staff members-saving
4.1.1	regulation 290 NT	General qualification requirements for educators – children over preschool age
4.1.1	Regulation 294 NT	Early childhood teacher – 60 or more children
4.1.1	regulation 385 ACT	Resignation of early childhood teacher

Quality Improvement Plan for Quality Area 4

Summary of strengths for Quality Area 4

Strengths

The staffing arrangement in our centre achieves-

- Secure, respectful and reciprocal relationships.
- Ongoing learning and reflective practice.
- Appropriate staff child ratios are maintained at all times.
- Enhanced learning opportunities with high expectations and outcomes.
- All staff have the required formal qualifications.
- Governing council financially supports staff professional development, both at the Centre and in regional locations.
- The Centre has memberships with local libraries and training organisations.
- Staff rosters are regular to ensure continuity of care and support the primary carer model.
- Staff share planning and programming times.
- There is an indoor program and an outdoor program to ensure challenges and opportunities to practise and rehearse learning through play.
- All staff have current first aid and child safe qualifications(RAN)
- All staff have current criminal history clearance.
- All staff are confidential and respectful.
- All staff have knowledge of EYLF, Dispositions of Learning, Preschool Numeracy and Literacy Indicators and other relevant curriculum for early years.
- There is a performance development process in place at the Centre. Professional development is targeted around Centre priorities outlined in QIP and staff priorities as part of the performance development culture.
- Staff team meetings are regular and all staff members are encouraged to attend. The agenda offers items for discussion and contribution from all is encouraged.
- There is a staff rep as well as the Director on governing council to ensure high quality outcomes for the service.



Key improvements sought for Quality Area 4

Improvement plan

Standard/element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
4.1 4.2	Communication: In particular between staff.	<p>That all staff are aware of what is occurring in the Centre in reference to children, programming and changes that occur.</p> <p>Interactions demonstrate mutual respect, equity and recognition of each others strengths and skills, promoting a positive atmosphere within the centre (4.2.3)</p>	H	<p>We have been doing Respectful Relationships with Suzie but is put on hold while she is away</p> <p>Staff will show respect to each other and communicate what they are doing/wanting to do in regards to the Centre, children and changes.</p> <p>Communication can be verbal or in writing such as on the program or in the diary.</p> <p>Diary is not to air grievance but to pass on information</p> <p>Staff should be able to predict what is going to happen before they come in (just like the children) therefore it is important to document information for sharing e.g staff changes, children's changes, programming, activities for the day that are</p>	<p>ALL STAFF feel valued and respected by their peers.</p> <p>ALL STAFF are aware of what is being programmed, changes to bookings and processes</p>	On going	

				<p>being provided, jobs that need doing that are to be shared.</p> <p>Staff will work together to decided the best way to do this for it to work for everyone.</p>			
4.1	Staffing: Job insecurity and judgement on levelling	Staff feeling more secure and content due to winning a position	H	Advertise the ECW2 positions as permanent and staff need to win the positions	Having consistency in the staffing and rosters. Staff feeling more valued and respected	T2	<p>Contacted Elliot Howard (HR) to see if making the ECW2 positions permanent was an options. He has replied and said it is.</p> <p>Will advertise the positions and staff who wish to be ECW2 will need to apply. Hopefully in July just waiting on confirmation from Elliot on how to do this</p>
4.2.1	Staff Induction	For staff to feel more comfortable and informed about the Centre and DECD	H	Go through the current book and revise what it contains. Use the NQS and DECD guidelines as a reference point	New staff to feel more comfortable when starting work in our Centre	T2	

Quality Area 5: Relationships with children

This quality area of the *National Quality Standard* focuses on relationships with children being responsive, respectful and promoting children's sense of security and belonging. Relationships of this kind free children to explore the environment and engage in play and learning.

Quality Area 5: Standards and elements

Standard 5.1		
Respectful and equitable relationships are maintained with each child.		
Positive educator to child interactions	Element 5.1.1	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
Dignity and rights of the child	Element 5.1.2	The dignity and the rights of every child are maintained.
Standard 5.2		
Each child is supported to build and maintain sensitive and responsive relationships.		
Collaborative learning	Element 5.2.1	Children are supported to collaborate, learn from and help each other.
Self-regulation	Element 5.2.2	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

Quality Area 5: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
5.1.2, 5.2.2	section 166	Offence to use inappropriate discipline
5.1.1, 5.2.1, 5.2.2	regulation 73	Educational program
5.2.1, 5.2.2	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
5.1.1, 5.1.2, 5.2.1, 5.2.2	regulation 155	Interactions with children
5.1.1, 5.1.2, 5.2.1, 5.2.2	regulation 156	Relationships in groups
5.1.1, 5.1.2, 5.2.1, 5.2.2	regulation 168(2)(j)	Policies and procedures are required in relation to interactions with children, including the matters set out in regulations 155 and 156

Quality Improvement Plan for Quality Area 5

Summary of strengths for Quality Area 5

Strengths

In our centre relationships with children are a strength and

- Are Reciprocal, respectful and responsive
- Promotes capabilities and dispositions for learning
- Build and maintain sensitive and responsive relationships between children, for children and with adults
- Develops an understanding of connectedness

Evidence and documentation of this can be seen in

- Children's profile books, preschool statement of learning, and photos
- Children and families are greeted by name on arrival.
- Staff ensure that routines are smooth and adequate time has been allocated for transitions.
- Staff ask open ended questions and encourage children to participate in meaningful conversations and interactions with staff and peers.
- Staff know our children well, sharing the learning areas with all children in the Centre.
- Staff regularly share information about children with members of the staff team.
- Each child has an individual learning plan and learning is recorded in individual learning portfolios.
- Staff plan for individual learning and group learning experiences using relevant curriculum for early years e.g. Early Years Learning Framework and Aboriginal Perspectives across the Curriculum
- Staff plan learning experiences based on children's interests.
- Children are encouraged to problem solve at age/developmentally appropriate levels.
- Staff model appropriate language and behaviour and discuss with parents when appropriate.
- Staff encourages children's social skills through modelling and the social skills program of How full is your Bucket at the Centre.
- The Centre has a behaviour guidance policy that encourages redirection and supports the Centre philosophy of a play based curriculum for children.
- Educators engage in the Child Protection Curriculum with the children.
- Staff rosters reflect continuity of staffing and the Centre commitment to Primary care model.

Key improvements sought for Quality Area 5

Improvement plan

Standard/element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
5.1	Philosophy	Promoting relationships with staff, families and children is cited in the	H	<p>Use the RRR observation scales with the children</p> <p>Collect data from children and families in the way of surveys to get feedback about relationships</p> <p>Research other Centres policies to see how they include relationships.</p>	<p>All families and children building positive relationships with staff.</p> <p>The philosophy reflects building positive relationships and promotes our educational values</p>	On going	
5.2	How are our relationships with children supporting their Agency	For all children to consistently feel supported, involved, confident, encouraged and successful	H	Staff to discuss	Seeing children feel confident, being involved, able to take risks, able to be successful.	On going	

Quality Area 6: Collaborative partnerships with families and communities

This quality area of the *National Quality Standard* focuses on collaborative relationships with families that are fundamental to achieving quality outcomes for children and community partnerships that are based on active communication, consultation and collaboration.

Quality Area 6: Standards and elements

Standard 6.1	Respectful relationships with families are developed and maintained and families are supported in their parenting role.	
Engagement with the service	Element 6.1.1	Families are supported from enrolment to be involved in the service and contribute to service decisions.
Parent views are respected	Element 6.1.2	The expertise, culture, values, beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
Families are supported	Element 6.1.3	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
Standard 6.2	Collaborative partnerships enhance children's inclusion, learning and wellbeing.	
Transitions	Element 6.2.1	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
Access and participation	Element 6.2.2	Effective partnerships support children's access, inclusion and participation in the program.
Community engagement	Element 6.2.3	The service builds relationships and engages with its community.

Quality Area 6: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
6.1.2	section 168	Offence relating to required programs
6.1.3	section 172	Offence to fail to display prescribed information
6.1.3, 6.2.1	section 175	Offence relating to requirement to keep enrolment and other documents
6.1.1, 6.1.3	regulation 31	Condition on service approval – quality improvement plan
6.1.1, 6.1.2, 6.2.2, 6.2.3	regulation 73	Educational programs
6.1.2	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
6.1.3	regulation 75	Information about the educational program to be kept available
6.1.3, 6.2.2	regulation 76	Information about educational program to be given to parents
6.1.3	regulation 80	Weekly menu
6.1.1, 6.1.2, 6.1.3, 6.2.1	regulation 111	Administrative space (centre-based services)
6.1.2	regulation 155(e)	Interactions with children have regard to the family and cultural values, age, and physical and intellectual development and abilities of each child
6.1.1	regulation 157	Access for parents
6.1.1, 6.1.2	regulation 160	Child enrolment records to be kept by approved provider and family day care educator
6.2.1	regulation 168(2)(j)	Education and care service must have policies and procedures in relation to interactions with children
6.1.1	regulation 168(2)(k)	Policies and procedures are required in relation to enrolment and orientation
Standard/element	National Law (section) and National Regulations (regulation)	

6.1.3	regulation 171	Policies and procedures to be kept available
6.1.1, 6.1.3, 6.2.2	regulation 172	Notification of change to policies or procedures
6.1.3	regulation 173	Prescribed information is to be displayed
6.1.3	regulation 177	Prescribed enrolment and other documents to be kept by approved provider
6.1.3	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator
6.1.3	regulation 181	Confidentiality of records kept by approved provider
6.1.3	regulation 182	Confidentiality of records kept by family day care educator
6.1.3	regulation 183	Storage of records and other documents
6.1.2	regulation 274A NSW	Programs for children over preschool age
6.1.2	regulation 289A NT	Programs for children over preschool age
6.1.2	regulation 298A Qld	Programs for children over preschool age

Quality Improvement Plan for Quality Area 6

Summary of strengths for Quality Area 6

Strengths

Collaborative partnerships with families and the community mean we

- Recognise families as the primary caregivers and first teachers.
- Value each family's knowledge of their child and their role in the child's life and learning.
- As part of our reporting we have meetings with parents to inform our Individual Learning Plans
- Seek ways to involve families and the community in shared decision making.
- Involve DECD Support Services and other agencies in meeting children's needs.

The Centre encourages

- Families to visit prior to enrolment. Families are given enrolment information, Centre information book, and tour of the Centre.
- Families beginning kindergarten, attend an information session to learn about Kindy, expectations and get enrolment packs
- Staff discuss individual needs of each child.
- Centre staff assist parents by giving information about the Centre and community services offered.
- Families are encouraged to join the Governing Council and participate in Centre events.
- Families encouraged sharing information about their child's learning and caring routines.
- The Centre has involvement with other community agencies including Child and youth health, Community Health and DECD (Department Education and Child Development SA) special education services and Bilingual Support services
- All children have their speech assessed using the assessment tool developed by our speech pathologists in support services
- Children receive preschool support if needed e.g. speech pathology
- Children and families attend case conference meetings with support staff from the Centre.
- Centre has strong community focus and encourages visits to and from other community groups e.g. Hospital, Dental service, neighbours, school groups, excursions, local library etc.
- Children and families are encouraged to spend time in the Centre with Family nights, break up concerts, picnic lunch times.
- Preschool children regularly share celebrations and events with local school e.g. special performances and transition visits.
- We seek parent feedback through Parent feedback sheets, conversations with parents and regular parent Governing Council meetings held each month and conduct an overall Parent Opinion survey to all kindergarten families annually.
- Families have access to their child's individual portfolios to observe their child's learning.
- The use of floor books and children's portfolio books to share learning to families

Key improvements sought for Quality Area 6

Improvement plan

Standard/element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
6.1.2	Families having a voice in children's Individual Learning Plans	To document family voice into the ILP's	H	<p>Develop a new format for our ILP to include student voice and family voice.</p> <p>Introduce meetings with families to discuss children's learning and their ILP's</p> <p>Introduce new format for Summative Reports. This is so written reports are done once a year rather than every term</p>	<p>ILP's been seen having student and family voice in them</p> <p>Feedback from families</p>	T1	<p>T1</p> <p>Have discussed changing the format with staff</p> <p>Researched examples from other sites to see if we could adapt for us</p> <p>Found a format for us to use</p> <p>Have sat together as staff and discussed what we would like as goals for children</p> <p>Rural Care have introduced the new format as well (adapted for them).</p> <p>They have developed plans and sent home for families to comment on</p>
6.3.2	Transition to Kindy is limited with only 2 visits.	For the continuity of learning and transition to kindy for each child to be supported by the Centre	H	Introduce a Pre Entry program for children beginning Kindy in 2019 to ensure they get a minimum of 6 visits to kindy	Children become familiar with the staff and kindy environment therefore there will be less anxiety and separations issues in 2019	T2	<p>T1</p> <p>Due to having 23 children we got an extra staff, but can have up to 33. Can see that it will be easy to do a pre entry program by splitting the group into 2 and offering a 2 hour</p>



							<p>program in the mornings. This will not take our numbers over staffing ratio.</p> <p>Have put an advert in the Leader to ask for parents who are starting kindy next year to come and get a preschool waiting list form. So we have numbers and I can start organising information sessions and pre entry program.</p> <p>Put an advert on the parents page on facebook</p>
6.3.2	<p>Transition to School. Children have 2 visits without kindy teachers Is this Enough?</p>	<p>For children to have a more familiar and easier transition to school. To decrease anxiety and stress.</p>	H	<p>Discuss with the school during transition meetings the problem</p> <p>Suggest a solution: For 4 weeks have the year 1's come and visit the kindy for 2 hours and the kindy children to go to the school. When the bus brings kindy children back, pick up year 1's.</p> <p>This way there will be no cost to the school for TRT's</p>	<p>Children have a successful transition to school.</p> <p>Family feedback</p>	T4	<p>T1 Bring up at transition meeting on 12/3</p>

Quality Area 7: Governance and Leadership

This quality area of the *National Quality Standard* focuses on effective leadership and governance of the service to establish and maintain quality environments for children’s learning and development. Effective leaders establish shared values for the service that reflect the service context and professionalism and set clear directions for the service’s continuous improvement. Governance refers to the systems in place to support effective management and operation of the service, consistent with the service’s statement of philosophy.

Quality Area 7: Standards and elements

Standard 7.1 Governance supports the operation of a quality service.		
Service philosophy and purpose	Element 7.1.1	A statement of philosophy is developed and guides all aspects of the service’s operations.
Management systems	Element 7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service.
Roles and responsibilities	Element 7.1.3	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.
Standard 7.2 Effective leadership build and promotes a positive organisational culture and professional learning community.		
Continuous improvement	Element 7.2.1	There is an effective self-assessment and quality improvement process in place.
Educational leadership	Element 7.2.2	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
Development of professionals	Element 7.2.3	Educators, co-ordinators and staff members’ performance is regularly evaluated and individual plans are in place to support learning and development.

Quality Area 7: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
7.1.2	section 12	Applicant must be fit and proper person (provider approvals)
7.1.2	section 13	Matters to be taken into account in assessing whether a fit and proper person (provider approvals)
7.1.2	section 21	Reassessment of fitness and propriety (provider approvals)
7.1.1	section 31	Condition on service approval—quality improvement plan
7.1.2	section 56	Notice of addition of nominated supervisor
7.1.2	section 56A	Notice of change of a nominated supervisor's name or contact details
7.1.5	section 109	Matters to be taken into account in assessing whether fit and proper person
7.1.2	section 161	Offence to operate education and care service without nominated supervisor
7.1.2	section 161A	Offence for nominated supervisor not to meet prescribed minimum requirements
7.1.2	section 162	Offence to operate education and care service unless responsible person is present
7.1.2	section 162A	Persons in day-to-day charge and nominated supervisors to have child protection training
7.1.2, 7.1.3	section 163	Offence relating to appointment or engagement of family day care co-ordinators
7.1.2	section 164	Offence relating to assistance to family day care educators
7.1.2, 7.1.3	section 164A	Offence relating to the education and care of children by family day care service
7.1.3	section 165(2)	Offence to inadequately supervise children
7.1.3	section 166	Offence to use inappropriate discipline

Standard/element	National Law (section) and National Regulations (regulation)	
7.1.3	section 167(2)	Offence relating to protection of children from harm and hazards
7.1.3	section 167(3)	Offence relating to protection of children from harm and hazards
7.2.2	section 168	Offence relating to required programs
7.1.3	section 168(2)	Offence relating to required programs
7.1.2, 7.1.3	section 169	Offence relating to staffing arrangements
7.1.2	section 170	Offence relating to unauthorised persons on education and care service premises
7.1.3	section 170(3)	Offence relating to unauthorised persons on education and care service premises
7.1.3	section 170(4)	Offence relating to unauthorised persons on education and care service premises
7.1.2	section 171	Offence relating to direction to exclude inappropriate persons from education and care service premises
7.1.2	section 172	Offence to fail to display prescribed information
7.1.2	section 173	Offence to fail to notify certain circumstances to Regulatory Authority
7.1.2	section 174	Offence to fail to notify certain information to Regulatory Authority
7.1.2, 7.1.3	section 174A	Family day care educator to notify certain information to approved provider
7.1.2	section 175	Offence relating to requirement to keep enrolment and other document
7.1.3	section 175(3)	Offence relating to requirement to keep enrolment and other documents
7.1.2	section 188	Offence to engage person to whom prohibition notice applies
7.1.2	regulation 16	Matters relating to criminal history
7.2.1	regulation 31	Condition on service approval-quality improvement plan
7.1.1, 7.2.1	regulation 55	Quality improvement plans



Standard/element	National Law (section) and National Regulations (regulation)	
7.1.1, 7.2.1	regulation 56	Review and revision of quality improvement plans
7.1.3	regulation 72	Offences in relation to giving false or misleading statements about ratings
7.2.2	regulation 73	Educational program
7.1.3	regulation 77(2-3)	Health, hygiene and safe food practices
7.1.3	regulation 78(2-3)	Food and beverages
7.1.3	regulation 79(2-3)	Service providing food and beverages
7.1.3	regulation 80(2-3)	Weekly menu
7.1.3	regulation 81(2-3)	Sleep and rest
7.1.3	regulation 82	Tobacco, drug and alcohol-free environment
7.1.3	regulation 83	Staff members and family day care educators not to be affected by alcohol or drugs
7.1.2, 7.1.3	regulation 84	Awareness of child protection law
7.1.2, 7.1.3	regulation 85	Incident, injury, trauma and illness policies and procedures
7.1.2	regulation 86	Notification to parents of incident, injury, trauma and illness
7.1.2, 7.1.3	regulation 87	Incident, injury, trauma and illness record
7.1.2	regulation 88	Infectious diseases
7.1.2, 7.1.3	regulation 89	First aid kits
7.1.2, 7.1.3	regulation 90	Medical conditions policy
7.1.2, 7.1.3	regulation 92	Medication record
Standard/element	National Law (section) and National Regulations (regulation)	

7.1.3	regulation 93(3-4)	Administration of medication
7.1.3	regulation 94(2)	Exception to authorisation requirement—anaphylaxis or asthma emergency
7.1.3	regulation 95(c)	Procedure for administration of medication
7.1.2, 7.1.3	regulation 97	Emergency and evacuation procedures
7.1.3	regulation 98	Telephone or other equipment
7.1.2, 7.1.3	regulation 99	Children leaving the education and care service premises
7.1.3	regulation 100	Risk assessment must be conducted before excursion
7.1.2	regulation 101	Conduct of risk assessment for excursion
7.1.3	regulation 102	Authorisation for excursions
7.1.2, 7.1.3	regulation 116	Assessments of family day care residences and approved family day care venues
7.1.3, 7.2.2	regulation 118	Educational leader
7.1.3	regulation 120A	Placing a person in day-to-day charge
7.1.2	regulations 117A-117C	Minimum requirements for persons in day-to-day charge, nominated supervisors and family day care educators
7.1.3	regulation 124	Number of children who can be educated and cared for—family day care educator
7.1.3	regulation 136	First aid qualifications
7.1.3	regulation 144	Family day care educator assistant
7.1.2	regulations 145-147	Staff and educator records – centre-based services
7.1.2, 7.2.2	regulation 148	Staff and educator records – centre based services - Educational Leader
7.1.2	regulations 149-152	Staff and educator records – centre-based services
Standard/element	National Law (section) and National Regulations (regulation)	

7.1.2	regulations 153-154	Register of family day care educators, co-ordinators and assistants
7.1.3	regulation 155	Interactions with children
7.1.3	regulation 157	Access for parents
7.1.2	regulations 158-162	Attendance and enrolment records
7.1.3	regulation 159	Children's attendance record to be kept by family day care educator
7.1.3	regulation 160	Child enrolment records to be kept by approved provider and family day care educator
7.1.3	regulation 161(2)	Authorisations to be kept in enrolment record
7.1.2	regulation 163-166	Residents at family day care residence and family day care educator assistants
7.1.3	regulation 164	Requirement for notice of new persons at residence
7.1.3	regulation 165(2)	Record of visitors
7.1.3	regulation 166(2)	Children not to be alone with visitors
7.1.2	regulation 167	Record of service's compliance
7.1.2, 7.1.3, 7.2.3	regulation 168	Education and care service must have policies and procedures
7.1.2, 7.1.3, 7.2.3	regulation 169	Additional policies and procedures—family day care service
7.1.2, 7.1.3	regulation 170	Policies and procedures to be followed
7.1.2, 7.1.3	regulation 171	Policies and procedures to be kept available
7.1.2	regulation 172	Notification of change to policies or procedures
Standard/element	National Law (section) and National Regulations (regulation)	

7.1.2	regulations 173-176A	Display and reporting of prescribed information
7.1.3	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator
7.1.3	regulation 179	Family day care educator to provide documents on leaving service
7.1.2, 7.1.3	regulation 180	Evidence of prescribed insurance
7.1.2	regulation 181	Confidentiality of records kept by approved provider
7.1.3	regulation 182	Confidentiality of records kept by family day care educator
7.1.2	regulations 183-184	Confidentiality and storage of records
7.1.2, 7.1.3	regulation 185	Law and regulations to be available
7.1.2	regulation 344 Tasmania	Safety screening clearance – staff members
7.1.2	regulation 358 Victoria	Working with children check to be read
7.1.2	regulation 359 Victoria	Criminal history record check to be read and considered

Quality Improvement Plan for Quality Area 7

Summary of Strengths

Strengths

Leadership; and management in our centre promotes-

- Leadership in collaborative manner that values trust and openness.
- Collaboration between Director, staff, Governing Council and families to provide the best service we can.
- Effective administration and management procedures
- Effective communication with families and staff members which is open and respectful

By the centre having a positive culture of trust and openness with Educators and Governing Council this enables

- an atmosphere of continuous improvement for the benefit of children and their families.
- Each governing council is inducted at the start of the year and are given Site Governance guidelines and code of practice to read in order to set the standard and expectations for the year.
- Centre philosophy has been developed and regularly reviewed by staff, families and Governing council.
- The site has a comprehensive staff induction and a merit based selection process.
- Shared leadership roles are undertaken by staff as to maintain a well-managed site and develop capacity and skills of staff team members. E.g. Fire Warden
- Staff have annual performance development discussions.
- Staff are qualified and or working towards formal qualifications with support from leadership staff and Centre governing council.
- The governing council (in consultation with the finance subcommittee) sets an annual budget and the site is audited annually.
- All staff have criminal history clearance, first aid qualifications and mandatory notification (child safe environments/RAN) training.
- The site has a grievance (parent concerns and complaints) policy and process.
- All site policies are reviewed annually
- The Centre has regular newsletters, excursion and events information and regularly updated displays and posters to inform parents and carers of education and care in our Centre.
- The Governing council meets monthly; there are 2 staff reps on the governing council, parents and community members.
- All matters pertaining to the centre and its business are kept and stored confidentially.
- New staff and volunteers are inducted in order to create and maintain a positive and professional culture.
- Each staff member has a clear understanding of their role and the expectations for their performance.



Key improvements sought for Quality Area 7

Improvement plan

Standard/element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
7.1.2	Induction to the Centre needs updating and reviewing	For staff to have a comprehensive induction to the centre	H	Review the Induction Folder. Ensure relevant DECD and NQS information is in it. Ensure relevant routine and Centre information is added	Staff feeling comfortable when beginning to work at the centre	T1	
7.1.3	Continuity of Educators	Continuity of Educators resulting in the establishment and maintenance of secure relationships with children. Promoting respectful relationships with staff	H	Try and get the ECW2 positions advertised and made permanent. All staff who wish to be considered will need to apply	Positive relationships between staff Positive relationships between staff, families and children	T1	Have contacted Elliot Howard (HR) about the possibility of having ECW2 as permanent staffing.
7.2.1	Review the statement of Philosophy	Our statement of philosophy is displayed, regularly referred to and reviewed and is evident in all aspects of the Centres operation	H	Research other Services philosophies Get parent input about what they expect from the Centre Get Governing Council Input Get Staff Input Get children's input	That staff are seen "living" the philosophy and are able to refer to it when talking about the Centre practise	T2 begin T4 Finished	

				When written get Families and Governing Council to review and comment on it before we publish as our philosophy			
7.2.3	Having Staff input into the QIP – evaluating	For all staff to be involved with the quality improvement process to promote on going improvement to the service	H	<p>Staff to have input into the areas we need to improve</p> <p>When the QIP get the staff to review and add anything else they would like to</p> <p>Print off a “living” copy for staff to comment on at any stage</p> <p>Include a review of “where we are at” in the QIP at staff meetings</p>	Staff having a voice and being included in the quality improvement of the Centre	Ongoing	<p>T1 Gave all staff an evaluation sheet with the NQS on it and they had to rate where they felt we were for each area.</p> <p>Given staff the QIP to review and comment on.</p>