



Quality Improvement Plan Inner City Care Childcare Centre

National Quality Standard

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 (QIP).

The Education and Care Services National Regulations 2017 (the National Regulations) require approved providers to prepare a Quality Improvement Plan (regulation 55) 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. The National Regulations do not prescribe a format for a Quality Improvement Plan.

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.

About the ACECQA Quality Improvement Plan template

The purpose of this template is to offer a planning format that supports approved providers to meet their obligations under the National Regulations.

This template provides quick links to helpful resources for each quality area in the [Guide to the National Framework](#) and the [ACECQA website](#).

Exceeding NQS themes guidance

The Exceeding NQS sections provided for each Standard should only be completed when there is evidence of one or more Exceeding NQS themes impacting on practice at the service.

When the QIP is submitted to the Regulatory Authority for assessment and rating, an authorised officer will consider how the evidence documented impacts on practice, to determine if the Exceeding NQS themes are being met.

Service details

Service name		Service approval number	
Inner City Care Childcare Centre		SE-00007604	
Primary contacts at service			
Cally Condliffe			
Physical location of service		Physical location contact details	
Street	700 Harris street	Telephone	02 83331114
Suburb	Ultimo	Mobile	
State/territory	NSW	Fax	
Postcode	2007	Email	director@innercitycare.com.au
Approved Provider		Nominated Supervisor	
Primary contact	Inner City Care (Darlinghurst) Ltd – Cally Condliffe	Name	Cally Condliffe
Telephone	0283331114	Telephone	0283331114
Mobile		Mobile	
Fax		Fax	
Email	director@innercitycare.com.au	Email	director@innercitycare.com.au
Postal address (if different to physical location of service)			
Street		State/territory	
Suburb		Postcode	
Educational leader			
Name	Patricia Rosas		
Telephone	02 83331114		

Email	Pelu_35@hotmail.com
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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 a 24 hour clock (e.g. 07:30 to 18:00) rather than ‘AM’ and ‘PM’. w

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	7.30	7.30	7.30	7.30	7.30		
Closing time	6.30	6.30	6.30	6.30	6.30		

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.

Closed on NSW Public Holidays, Centre will be closed on Monday 7th October 2019 during the assessment and rating period.

Open during school holiday periods, only closed for 2 weeks at Christmas.

7 x Parking spaces outside the service for arrival and departure times, longer term paid parking available at the Novotel car park located nearby.

Centre is closely located to Central station, only a short walk to access convenient public transport.

How are the children grouped at your service?

Age grouping throughout most of the day, however there are times when all children are together in the outdoor area, giving siblings a chance to see and interact with each other.

Baby group – 0-2 years

Toddler group – 2-3 years

Preschool group – 3-5 years

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

Cally Condliffe, Nominated Supervisor

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:

Service statement of philosophy

Please insert your service's statement of philosophy here.

Inner City Care Philosophy, January 2019...

From birth children are establishing themselves as social beings, first as members of their immediate family and then as members of a larger community.

Image of Children – "There is no second chance at childhood. It comes and goes quickly. The growing child cannot wait until he is older for the things he needs now. Later will be too late." (D.B. Boguslawski, 1975).

Our image of the child portrays young children as human beings with many skills, talents and abilities. They are and should always be encouraged to be active and powerful contributors to their own learning and development, thus helping them achieve their latent potentials. The relationships children encounter early on and throughout their lives, lay the foundation for their lifelong learning. Children need to "feel a sense of belonging, see themselves as being valuable members of the community, see themselves as unique and powerful human beings, learn that working together is a good way of generating new ideas, making progress, being creative and solving problems." (NSW Curriculum Framework). We believe children need to be responded to with warmth, respect and love which will engender reciprocal feelings of trust, security, respect, belonging and love.

We believe children learn from play and from playing with children of their own age, as well as with younger and older children in a variety of grouping situations. It is also important for children to be able to play and learn alongside adults who can facilitate and experience the journey with them.

National Quality Framework – We are committed to implementing the National Quality Framework, National Regulations and the National Quality Standards to ensure our Centre strives for quality at all times.

Learning Programme – Our Centre uses the Early Years Learning Framework to guide our programming and planning for children's learning. We incorporate the documents values and outcomes into our Centre programs to ensure all children are working towards the same overall outcomes to learning during their time at our Centre. The document encourages staff and families to work in partnerships in order to achieve learning outcomes for children, our Centre values home learning and experiences as important and strives to extend home learning in the Centre environment.

A homelike environment is a base for the children's experiences and we believe the Centre environment should reflect a sense of consistency between home, the wider community and the Centre. We believe it is important to provide a self-directed play-based curriculum, which intrinsically motivates children to explore and discover their environment. We strive to achieve an appropriate balance between children's choice and teacher directed learning whilst keeping a flexible attitude to cater to children's individual and daily needs.

The child's development and learning is investigated and observed by staff in regards to the outcomes stated in the Early Years Learning framework and also the developmental areas of: sense of self, the social child, the communicating child, the thinking, investigative, exploring, problem-solving child, the healthy, active, physical child, the feeling child, the creative child and the spiritual and moral child. Staff plan for each developmental area by observing children, planning experiences and setting up environments to cater for these areas of development both indoors and out.

Community and Communication – We are committed to the provision of community and family based child care; informed by early childhood professionals to reflect a sound knowledge base. We encourage reciprocal communication with families and the wider community. Communication should reflect a right to knowledge and an understanding of the Centre and related issues. We also believe our relationships with families are ones of mutual respect and by sharing ideas and experiences in an open and honest manner we can further promote children's well-being and development.

Family Needs – We believe Inner City Care is an extension of home and a real part of extended family experience. Children's families are the most important influences in their lives and development. Thus as a successful service we must promote and maintain meaningful family involvement which helps us all develop a holistic picture of each individual child. We believe all members of the Centre community are equal in their interactions with the Centre.

Roles of Early Childhood Professionals – We at Inner City Care are committed to continual learning and improvement. We are constantly reflecting and evolving as we take into account current practice such as the Early Years Learning Framework, current infant brain research and the concept of an Emergent Curriculum. Inner City Care early childhood professionals develop and maintain comprehensive documentation of each child's time at the Centre which reflects each child's developmental growth, relationships and achievements of life long learning skills. We believe early childhood professionals create many opportunities for children's learning by encouraging children to think, act and create for themselves. We also believe the environment itself is one of our greatest teaching tools. We strive to maintain challenging yet safe environments for children. We provide a range of age appropriate experiences, ensuring our environments are kept clean, safe and any potential risks are assessed and managed. We believe early childhood professionals need to guide rather than always instruct to provide a flexible curriculum based on children's needs and interests.

We believe in the importance of staff team consistency as this offers security, familiarity, love and trust to all members of the Centre community. Inner City Care early childhood professionals represent a diversity of education, training, cultural backgrounds and life experience. We strive to maintain better working conditions and incentives which reflect the real value of our professional team. We are also committed to ongoing staff development and interpersonal development training. We believe all early childhood professionals need to be respected as individuals and also as valuable members of our team and the whole profession.

Developed by the ICC staff team, parents and the Management Committee in August 2005.

Reviewed by the staff team, parents and Management Committee in February 2007. Then reviewed again in March 2008 - changes made to include a reference to learning for the school environment. During 2008 the Management Committee are also researching how to make the Philosophy made into more family friendly language.

Reviewed and updated by staff, families and Management Committee in April 2011 - changes made to include reference to the Early Years Learning Framework 2010.

Reviewed and updated by staff, families and Management Committee 2012 - changes made to include the National Quality Framework.

Reviewed in January 2013 and 2014 with no changes made.

Reviewed in January 2015 with no changes made.

Reviewed in January 2016 and changes made to include a section on the importance of safe environments and any potential risks being assessed and managed.

Reviewed in January 2018 - no changes made.

Reviewed in January 2019 - small grammatical changes made.

Resources: previous ICC Philosophy, Kelly's Place Children's Centre Philosophy, NSW Curriculum Framework, EYLF, National Quality Framework.

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.

Additional information and resources about Quality Area 1 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

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.

National Law and National Regulations underpinning Quality Area 1

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 1 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 51(1)(b)	Conditions on service approval (educational and developmental needs of children)	1.1.1
Section 168	Offence relating to required programs	1.1.1, 1.1.2
Regulation 73	Educational program	1.1.1
Regulation 74	Documenting of child assessments or evaluations for delivery of educational program	1.3.1
Regulation 75	Information about educational program to be kept available	1.3.3
Regulation 76	Information about educational program to be given to parents	1.3.3
Regulation 274A NSW	Programs for children over preschool age	1.3.1
Regulation 289A NT	Programs for children over preschool age	1.3.1
Regulation 298A Queensland	Programs for children over preschool age	1.3.1

Quality Improvement Plan for Quality Area 1

Summary of strengths for Quality Area 1

Strengths	<p>Educational Program and Practice</p> <p>1.1.1:</p> <ul style="list-style-type: none">- Programming is centred around the outcomes, principles and practices prescribed within the EARLY Years Learning Framework and our children's interests, needs, questions and ideas.- EYLF is regularly discussed at staff development days and at meeting times.- EYLF is reflected in our practices, programs, child developmental summaries, learning stories, project work and our daily routines.- EYLF guides our program planning on specific areas of inquiry such as environment, community, safety and relationships.- We provide opportunities for families to participate in our program planning through opportunities and processes we have established to gain their feedback, ideas and suggestions.- Our programs are flexible to include children's interests and spontaneous opportunities, from observations and critical reflections, educators design future experiences, environments and projects that cater for children's future learning opportunities.- Educators reflections, observations and spontaneous experiences are collected and brought to planning meetings for team discussion and future planning.- Educators are continually using a trial, experiment and reflect cycle when it comes to planning for each child within the service.- Critical reflection by our educators occurs both informally and formally each day we are operating. Educators are encouraged to reflect on the environment, program, routines, individuals and groups.- We believe in encouraging children's independence in making their own choices about their learning, we support children in making these decisions through conversations, observations and within language and learning group times throughout each day. We aim to cater for children's needs and requests as we believe children must be involved in program decision making in order to ensure experiences are meaningful as only then will meaningful learning occur. Many of our experiences and activities are available at all times offering children the opportunity to choose what they would like to engage with.- Every child is supported to engage with our programs, by having strong relationships and knowing our children well, we can identify children's individual needs and cater for those. We try to always use positive strategies and processes to encourage engagement and respect for each other and the environments in which we live in.- Included in our programs are celebrations from a range of cultures, especially the cultures found within the Centre, we include community events, what might be happening in Sydney that children have seen, heard or been involved in and we plan many excursions and incursions to further extend on interests. <p>1.1.2:</p> <ul style="list-style-type: none">- Beginning when a child enrolls at our service, we start collecting information regarding children's culture, family information and each child's health, medical and developmental needs. Any important information is communicated to staff verbally, online via our Centre Whatsapp group and at the next staff meeting time.- We continue to develop information about children's interests throughout the year via families through surveys, feedback on the daily program, sharing stories and information about children's home environments.
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- The toddler room and the Preschool room have a soft toy that spends a weekend with each child and the experience is shared with their peers and educators use the information to sometimes extend emergent interests or link the home environment to the Centre environment.
- Educators listen and talk with children about their interests at home and at childcare, intentional teaching experiences are ways that we incorporate these interests in the Centre environment.
- Online portfolios for each child are developed throughout the year and our older children often ask educators to take photos of work samples they are proud of to add to their portfolios. Children's portfolios are a combination of program stories, developmental observations, goals, parent notes etc. Our online system ensures that families can offer feedback easily and meaningfully. We have found too that parents often link extended family members to the child's online documentation so we are gathering more information and meeting members of the child's family we may not have met before.
- We have formed strong respectful and trusting relationships with our children often developed over many years; as our Centre philosophy states, we view children as active participants and decision makers in their own learning. Communication is a major focus: oral language, comprehension, questioning: through play, stories, games, songs and discussion times.

1.1.3:

- The program including routines, is organised in ways that maximises each child's involvement and engagement in learning. Daily routines are displayed throughout our service and programs are published online. Educators speak to children constantly throughout the day about health and hygiene knowledge, older children assist our younger children to be involved in play and experiences.
- Our daily routines are predictable yet flexible to allow for children's daily/changing needs, building on children's previous learning experiences, offering long periods of uninterrupted play periods and being flexible to account for children's requests.
- Facilitating smaller group intentional teaching times are planned wherever possible to maximise children's learning and access to educators. We have daily art classes where 4 children participate each day, we have transition to school learning times with groups of approximately 12 children, we have regular excursions where we take groups of 5 children to ABC where they participate in a recording experience for the ABC Kids Listen podcasts.
- We ensure children have equal access to resources, adequate resources are provided and strategies are used to assist children in sharing resources with their peers.
- Our mealtimes are social occasions where oral language is a focus and each table has an educator sitting with small groups of children facilitating conversations and sharing information.
- Communication is a major focus with families, communicating at arrival times, departure times and even throughout the day on their child's needs, well-being and progress.

Exceeding Themes

Theme 1 – Practice is embedded in service operations

- *Our programs, EYLF, routine and transition times are regularly discussed, reflected on and explored to find ways to improve our practices all year.*
- *Our educational leader guides, suggests and advises staff on ways they can further extend or enrich children's learning experiences.*
- *The programming cycle is evident in all we do, our conversations, the experiences we plan and the projects we embark on.*
- *Our program documentation is evidence of our daily practices as educators planning and programming for individual children needs and interests being guided by the outcomes in the EYLF.*

Theme 2 – Practice is informed by critical reflection

- We use many ways to critically reflect on our programming practices, formal meeting times such as staff meetings, educator/director meetings, room meetings, parent meetings. We have a various Centre social media groups where we share interesting articles, topics and information which facilitates conversations about our current practices and adapting, changing and refining these all year long.*
- We remind, suggest, offer support, model and encourage each other's practices. Most of our team have worked together for many years and can do this with each other in respectful, kind and professional ways.*

Theme 3 – Practice is shaped by meaningful engagement with families and the community.

- We have many processes upon enrolment, forms, questionnaires and conversations which help begin meaningful engagement with our families.*
- We ensure all new children have visit sessions prior to starting care so we can gather information from their families about their needs, interests and development so this can be used to assist children in feeling a sense of belonging to our environments from their very first day.*
- We ask families to offer specific information about their home routines so we can follow these at the Centre. If children have a comfort item they use at home these will be used in the Centre environment too.*
- Our Centre is operated by parents for parents, this means that our centre continues to operate due to the input and support of our families. Families assist educators on excursions, at working bees, for fundraising events to ensure our children experience meaningful programs, with resourced environments and plan experiences that can be extended on in our local community - Paddy's Markets, Woolworths, The Powerhouse museum, Darling Harbour, Seymour Centre etc...*

1.2.1

- Educators are deliberate in their decisions and actions, we use the information we gather on individual children to inform these decisions and we use reflection to improve on our decision making and practices. Having meaningful relationships with children, where we can often predict how individual children may respond to various experiences, to know what their interests are, to know what their fears are, to know what their challenges are, assist our educators to make informed decisions and take deliberate actions to support all children within the programs.

1.2.2

- Educators respond to children's ideas and play through observation, working alongside children, following children's interests, incorporating children's spontaneous interests within the Centre programs, conversations and facilitating learning play spaces.

- We use daily routine times to gather more meaningful individual information from children and to ensure children's ideas and suggestions are incorporated into all aspects of the Centre's operations, from programs, play and even meals that are prepared for them.

- Educators are intentional in their approach to working with children, they are thoughtful and purposeful when they implement a variety of teaching opportunities for children. These include Incursions, excursions, learning areas for play, transitions, small group work, intentional teaching experiences, spontaneous teaching experiences, routines, project/inquiry units for learning etc...

1.2.3

- Every child is supported to participate in the program, any children having challenges or individual needs within any area of the program or Centre routines are identified, strategies are made to support the child and all staff work towards encouraging children to meet their goals and participate.

- Our programs and routines provide opportunities for children to take increasing responsibility for their self-help skills and opportunities to make their own choices.

- Routine times are utilised for intentional teaching opportunities based around children's needs or interests.

- Educators work with many different services in order to support children with their challenges, we have recently incorporated suggestions from speech therapists, behaviour consultants, OTs within our Centre programs.
- We respect children's choices when it comes to making decisions on all aspects of the daily routines, including but not limited to: meals, play, children's well-being and rest/sleep time. Children have the opportunity to save their lunches for a later time, children can decide if they wish to sleep or rest, children are always asked first if they would like a gentle pat at rest time.
- Our environments both indoors and outdoors are set-up to allow children to select resources independently. Children are encouraged to care for resources and environments, children and educators work together to tidy areas of the Centre throughout the day.
- Children are encouraged to be responsible for their own belongings, putting their belongings in their lockers, putting shoes in the shoe area outside, scraping their meal time bowls, learning to label their work samples with their names and placing these in their bags to be taken home.

Exceeding Themes

Theme 1 - Practice is embedded in service operations

- *Educators consistently respond to children's choice and ideas and facilitate opportunities to extend on children's thinking, learning and problem solving through open ended questioning, interactions, conversations, planning and resourcing.*
- *Children are supported in making decisions in all aspects of the Centre's routines and their choices and ideas for their own learning are encouraged and extended upon within the Centre programs.*
- *Our strong and meaningful relationships we establish and maintain with our children is the foundation for ensuring these practices are embedded within the Centre each day.*

Theme 2 – Practice is informed by critical reflection

- *Educators use a variety of methods to reflect and discuss on the needs of individual children and how to extend on their learning. These methods include online groups, formal meeting times and informal professional conversations throughout the day.*
- *Each educator is given a small group of children that they specifically focus on, called their focus children. In this way, every child has an educator that is an advocate for their learning, needs and well-being at every staff discussion/reflection time. Using this focus child process, we can ensure that every child is included and that each child's learning and development is reflected on in an ongoing and consistent way.*

Theme 3 – Practice is shaped by meaningful engagement with families and/or the community

- *Educators use intentional language within online documentation and conversations with parents to inform parents about why experiences are planned and the importance of aspects of the program for children's life long learning.*
- *Educators offer parents strategies on how to continue Centre strategies in the home environment and vice versa when a parent is trialling a certain strategy for learning in the home we implement the strategy in the Centre.*
- *We use the amazing locations available to us within our local community to extend on children's learning with educators and parents outside of the Centre.*

1.3.3:

- Educators critically reflect on children's learning in a variety of ways, personally in their observations, conversations with colleagues, during formal room meetings and staff meetings and throughout the day.
- Programs are evaluated on a weekly basis and linked to the outcomes in EYLF.
- Our service provides opportunities for educators to reflect on children's learning and development by providing weekly programming times for educators and with an extra/floating staff employed we regularly provide more programming time when it is possible.
- With 4 Early Childhood trained teachers currently employed at our service, we ensure every program has a university qualified educator overseeing

the process.

- Every year at our staff development day in January we reflect and update the Centre's QIP and set goals for the year. These goals are then regularly assessed and reflected on within staff meeting times and conversations throughout the year.
- Educators have access to personal development training that the Centre funds in order to further develop educators' interests or needs.

1.3.3:

- Families are informed about the programs and their child's progress in a number of ways, via online program documentation, online observations, online evaluations, updates and reminders online, our whiteboard, newsletters, emails, conversations, meeting times etc...
- Families are invited to contribute their ideas, participate in experiences and offer their thoughts and feedback regarding the programs.
- We have a suggestion box at the front of the Centre if parents wish to communicate something in an anonymous way.
- Educators are available in mornings and afternoons for general conversations however parents are encouraged to arrange a time to ensure a more in-depth conversation can occur without educators having to supervise children at the same time. In this way we can ensure that parents have access to educators complete attention and focus.
- Every year we have a formal educator/parent meeting week where parents can select time blocks to meet with their child's focus teacher. Parents are aware that these meetings can occur at any time they wish to request one.
- We use Centre displays to inform families on the importance of children's work and their achievements in a particular developmental area.
- We have informative information on display for families at all times on a number of different topics.

Exceeding Themes

Theme 1 – Practice is embedded in service operations

- *Educators are consistently engaged in planned and spontaneous critical reflections on children's learning, development and Centre environments.*
- *Educators work collaboratively to assess each child's learning*
- *Educators engage with families informally and formally to inform them of the program and their child's learning and development.*

Theme 2 – Practice is informed by critical reflection

- *Critical reflection is embedded within our practices via online documentation, daily conversations and informal and formal meeting times between educators and with families. Feedback and ideas inform future planning and help educators to reflect on ways we can be consistent with our practices between the home and Centre environments.*
- *Educators critically reflect on the programs using evaluations and room meeting times to ensure programs are relevant and authentic.*

Theme 3 – Practice is shaped by meaningful engagement with families and/or the community.

- *Educators encourage families to participate in Centre programs and routines. We had a father in our preschool room visit during NAIDOC week and play the Digeridoo. Parents always attend excursions so we can ensure a 1:2 or 1:3 ratio when travelling outside of the Centre.*
- *Parents suggestions, concerns or what they hope for their child is communicated within the staff team and catered for within the Centre environments.*

Key improvements sought for Quality Area 1

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1.2	Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluating.	M	<ul style="list-style-type: none"> - Develop a 'Planning for children's learning' policy which clearly outlines what is expected of educators in regards to programming and planning. - Ensure this is given to all educators during induction. 	<ul style="list-style-type: none"> - Policy created - All educators are clear and understand how to show links between child's individual records and the program. - Can see links easily within documentations. 	Ongoing	<ul style="list-style-type: none"> - January 2014 started online portfolios. - January SDD 2015 – Educator training activity on observations. - June 2016 – Educator training session and reflection on documenting children's learning (Handouts in Staff Meeting Minute Book) - April 2017 changed online providers from QKEYLM to Storypark after staff and families consistently communicated various issues with using QKEYLM. - October 1st 2017 – changes to NQF&S – ensure that outcomes in quality areas are matching to our QIP.
1.3.2	Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.	M	<ul style="list-style-type: none"> - Develop a reflection journal. - Ask educators to come up with a weekly question for reflection that colleagues will respond too. 	<ul style="list-style-type: none"> - Journal is being used as a tool for reflection on practices and new ideas are generated from this journal. 	Ongoing	<ul style="list-style-type: none"> - 2014 Journal purchased - Discuss at staff meeting and assign an educator to begin the questioning! - 2016 SDD, staff discussed that a handwritten journal is not effective as a reflection tool due to time restraints during the day, prefer to begin online discussion groups that can be accessed at any time by each individual. - October 2017, critical reflection on documenting children's routines, what is respectful and sensitive when taking photos? Eg toileting?
1.1.2	Incorporate children's culture into programs and environments for learning. Acknowledge the traditional owners of our land.	M	<ul style="list-style-type: none"> - Acknowledgement of country at all Centre events and in the foyer. - Displays - Intentional teaching opportunities 	<ul style="list-style-type: none"> - Displays finished - Acknowledgement said for the first time at AGM. - Programs include ongoing and a variety of experiences and opportunities to support 	Ongoing	<ul style="list-style-type: none"> - January 2019 – SDD Goal setting - July 2019 Educator attends conference on incorporating Indigenous experiences and learning for children in Centre programs. - February 2019 Displays created for



			- Embedded in programs	children's cultures.		children in environments.

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.

Additional information and resources about Quality Area 2 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

Quality Area 2: Standards and elements

Standard 2.1		
Each child's health and physical activity is supported and promoted.		
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		
Each child is protected.		
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.

National Law and National Regulations underpinning Quality Area 2

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 2 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 51(1)(a)	Conditions on service approval (safety, health and wellbeing of children)	2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3
Section 162A	Persons in day-to-day charge and nominated supervisors to have child protection training	2.2.3
Section 165	Offence to inadequately supervise children	2.2.1
Section 166	Offence to use inappropriate discipline	2.1.1, 2.2.1
Section 167	Offence relating to protection of children from harm and hazards	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
Regulation 77	Health, hygiene and safe food practices	2.1.2
Regulation 78	Food and beverages	2.1.3
Regulation 79	Service providing food and beverages	2.1.3
Regulation 80	Weekly menu	2.1.3
Regulation 81	Sleep and rest	2.1.1

National Law and National Regulations	Associated element
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Regulation 82	Tobacco, drug and alcohol free environment	2.2.1
Regulation 83	Staff members and family day care educators not to be affected by alcohol or drugs	2.2.1
Regulation 84	Awareness of child protection law	2.2.3
Regulation 85	Incident, injury, trauma and illness policies and procedures	2.1.2
Regulation 86	Notification to parents of incident, injury, trauma and illness	2.1.2
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
Regulation 90	Medical conditions policy	2.1.2
Regulation 91	Medical conditions policy to be provided to parents	2.1.2
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	2.1.2
Regulation 97	Emergency and evacuation procedures	2.2.2

National Law and National Regulations

Associated element

Regulation 98	Telephone or other communication equipment	2.2.2
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	2.2.1

Quality Improvement Plan for Quality Area 2

Summary of strengths for Quality Area 2

Strengths	<p>2.1</p> <ul style="list-style-type: none">- Children's health needs are discussed with families in depth upon enrolment and plans are prepared to ensure children are supported on their first day.- Centre policies, procedures, practices and displays are available and in place to promote and ensure children's needs are supported at all times.- Children's individual health and safety needs are discussed at staff meeting times, room meeting times and educators reflect on their practices to ensure risks to children are identified and minimised.- All permanent educators have current training in Asthma, Anaphylaxis and First Aid with St Johns Australia.- Information about children's health needs are on display in the child's room and kitchen. We also have a sign at the front of the Centre that explains to visitors what items are a risk to bring inside due to anaphylaxis.- The Centre stocks an EpiPen and Ventolin in case a child without a known medical need may have a reaction or an asthma attack.- Medicines and expiry dates are regularly checked, we assign an educator to be responsible for this to ensure regular checks are taking place.- We are a nut free centre and regularly remind parents and educators of helping to ensure children's safety by not bringing products containing nuts into the Centre.- Children's dietary preferences and cultural requirements are also displayed in the child's room and in the kitchen.- Educators and families regularly discuss, reflect and share updates in order to support children's changing health needs.- The Centre participates in annual Vision Screening and a Talking and Listening check conducted by NSW Health. We support the recommendations from professionals and include these suggestions/strategies into our programs. <p>2.1.1:</p> <ul style="list-style-type: none">- Each child's comfort is provided for and there is a range of opportunities for both individuals and groups that effectively meet each child's need for sleep, rest and relaxation.- Children's choices are respected, children are asked if they would like a pat, rock or tickle to help them rest.- Relaxation techniques are regularly engaged with the older children to help learn rest strategies such as breathing techniques, visualisations etc...- At all times of the day there are environments planned for children to be able to have a quiet rest if they choose with lounges, pillows and soft furnishings provided for comfort.- Routine information is provided daily to parents and upon enrolment, routine information on how children are comforted in the home is collected and provided for in the service.- Educators and families have strong relationships, communication occurs daily regarding the child's changing needs <p>2.1.2:</p> <ul style="list-style-type: none">- Children's health and hygiene habits are embedded within our programs and topics such as handwashing, coughing into elbows, using tissues, drinking water, healthy eating, healthy living practices are intentionally programmed and spontaneous teaching opportunities are utilised by educators throughout each day.- Policies are adhered to at all times, parents are reminded about the importance of hygiene practices and management of unwell children regularly
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throughout the year.

- The Centre employs a professional cleaning company that clean the Centre every night.
- Staff rotate cleaning tasks and roles daily too, we also employ an educator every day that is responsible for housekeeping, washing sheets, linens, washing toys, other cleaning tasks and supporting children during mealtimes.
- Procedures and policies are implemented and followed to prevent the risk of illnesses spreading. Families are reminded of key aspects of our illness policies via email, newsletters and reminders every year and especially during the Winter months.
- Illnesses are notified to families via email and at the entrance ways of the centre using the Staying Healthy in Childcare 5th ed factsheets.
- Panadol is only administered if a child has a temperature over 38 degrees and also only after receiving verbal permission from an authorised contact via a phone call.
- NSW Department of Health contacted when illness occurs and for more information on illnesses that are contracted.
- Injury forms are collected and data is analysed and reflected on as a staff team.
- Immunisation is reviewed and parents are reminded when to update their records.
- Families are notified of injuries immediately if an injury occurs above the child's shoulders. Educators often call families to discuss injuries when they are not required to so that parents are not as surprised/shocked when they arrive to collect their child at the end of the day.
- First Aid kit is available in the bathroom and we have other First Aid kits in our laundry and in our emergency backpack. We assign an educator to be responsible for always ensuring the First Aid kits are fully stocked.
- Risk identification and anything that may impact children or adult's health and safety is discussed in meeting times and steps are planned for to minimise potential risks.

2.1.3

- Food and drinks provided are nutritious and appropriate for each child, made on site freshly each day.
- Menus are displayed for families and feedback is always welcomed. We cater for many allergies, intolerances and dietary preferences. We have created 2 x ICC Menu books, with our cooks and families contributed their favourite recipes for children.
- Educators ensure each meal time is a social, relaxed and conversations regarding nutrition is utilised as adults and children eat together.
- Children's choices are respected, if children do not wish to eat at meal times their meal is saved and offered again after sleep/rest time or upon request. We encourage children to taste a meal however if they taste and do not want more an alternative is offered eg plain pasta, bread etc...
- Educational information regarding the importance of healthy eating and physical activity is provided to families in the forms of displays, emails, newsletters and conversations/meetings.
- Children drink from their water bottles throughout the day we also intentionally remind children to "Stop and drink".
- Physical activity based on children's needs and interests is promoted throughout the program. There are opportunities planned for quiet and passive play outdoors as well as more energetic play.
- Older children are regularly taken on excursions to the local park to have more open space for running and games.
- Children are involved in arrange of activities and experiences in caring for the natural environment, planting and gardening practices are common program elements.

2.2.1:

- Children are adequately supervised at all times, children are always with in sight and or hearing of educators.
- Supervision concerns/reflections are discussed at staff meeting times for continual improvement.
- Educators assign supervision roles eg. Some educators will roam and observe and some educators will focus on engaging in meaningful play.

- Children are involved in discussing and planning safety guidelines when appropriate eg walking inside, using scissors etc...
- Adult to child ratios are maintained at all times and our Centre strives to ensure we have more adults than what the requirement states.
- Every reasonable precaution is taken to ensure children are protected from harm and any injury likely to cause injury.
- Educators complete risk assessments on the environments and prior to taking children on excursions.
- Dangerous products are stored in locked cupboards and are inaccessible to children.
- Centre works with ABC property services to ensure the facilities are maintained and safe, water temperature tested, pest control conducted and hazards maintained immediately.
- Educators have training in work, health and safety.

2.2.2:

- Plans to effectively manage incidents and emergencies are developed with consultation from the ABC building where we lease our space.
- Educators attend annual training on incidents and emergencies and these staff become our centre wardens.
- A variety of drills, lockdowns and evacuations are practiced regularly with the children and evaluations inform the future best practice for managing emergencies. We invite members from the community each year to talk about emergencies with the children, NSW Fire Service, NSW Police. And we have planned excursions to visit the local Fire station too.
- Emergency numbers are displayed by each phone.
- Emergency authorised contacts are kept in a portable folder and an updated contact list is kept in the emergency evacuation backpack.
- All educators with Warden responsibilities have had training in emergencies and fire equipment.

2.2.3:

- All educators are aware of their roles and responsibilities to respond to every child at risk of abuse and neglect. Child protection training is completed regularly as a staff team to refresh knowledge and understanding.
- All educators have verified Working With Children Checks.

Exceeding Themes

Theme 1 – Practice is embedded in service operations

- *Educators consistently respond and are aware to children's changing needs by having meaningful relationships with every child and family in our service. Educators respond by changing routines, practices, programs to accommodate children's individual needs, energy levels and interest.*
- *Healthy eating, physical activity and hygiene practices are discussed with children daily as educators model these practices in the service themselves.*
- *Educators regularly reflect on, discuss and implement ways to ensure children's safety at all times.*
- *Team & management meetings regularly include reflections and discussions on educator and centre practices on keeping children safe.*

Theme 2 – Practice is informed by critical reflection

- *All formal meeting times include discussion on the Centre's responsibilities in ensuring children's safety and wellbeing.*
- *Educators use a variety of methods to plan, discuss, reflect and implement changes to practices, if needed. These include formal meeting times, daily discussions and online groups for each room where information about individual children's needs are shared and planned for. Our educators often spend time outside of working hours using these groups to ensure our practices are consistently changing and being adapted to suit the changing needs of our children.*
- *The Centre director will investigate children's incident and injury forms to look for any information that could prevent further injury.*

Theme 3 – Practice is shaped by meaningful engagement with families/community.

- *Educators and families work together by continually sharing information which assist in planning for children's health needs.*
- *Families update the cook on foods that children have tried in the home so we can ensure families are the first to offer new foods to infants.*
- *Any changes to children's health plans are emailed to our Director and children's plans are updated as a result.*
- *Our Centre provides families with resources on healthy living and eating practices via emails, activities and displays.*

Key improvements sought for Quality Area 2

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
2.2.2	Remind families of the importance of not bringing food items from home and leaving these in children's lockers.	M	Communicate via newsletter or email	completed	January newsletter.	<ul style="list-style-type: none"> - Completed in January 2014 newsletter. - January 2015, we added a notice at the front door of the Centre informing families of the risk of bringing certain foods due to children we have enrolled with anaphylaxis.
2.1.2	Review toy washing procedure with staff. Ensure containers are in playrooms for mouthed or dirty toys.	M	Audit of environments Communication	Containers are being used	2013	2014 Completed
2.2	Update first aid qualifications of staff when due to expire, update list of qualifications regularly and discuss taking first aid kit, AEK and EEK on excursions with educators.	H	Book staff into re-certification when needed. Discuss at staff meeting. Update records.	Training is updated and taking emergency kits on excursions discussed.	Next staff meeting Ongoing	<p>Completed in January 2014 – staff development day</p> <p>May 2018 – Updated Emergency & excursion back pack to include list of emergency contacts bag.</p>
2.2	Complete regular audits of immunisation records. Check they have been updated.	H	Check records for updated information based on children's age and the immunisation schedule.	Records are up-to-date	Ongoing	<ul style="list-style-type: none"> - Completed an audit in July 2013. - Completed audit in September 2014. - May 2016 Tracey completed.

						- Another update in March 2019.
2.1.2	To provide information on the importance of healthy eating and making healthy choices at mealtimes for families.	M	<ul style="list-style-type: none"> - communication through various processes with families - creating interesting displays - online documentation - publishing and selling menu books - asking families to share their recipes. 	<ul style="list-style-type: none"> - Practices and processes to promote healthy eating are embedded in centre operations. 	Ongoing	<ul style="list-style-type: none"> - Provide families with the opportunity to purchase menu books and share nutritious recipes between families. (Every year) - May 2019 – display in foyer on healthy eating and servings sizes.
2.2.2	Always ensure we are continually reflecting on and improving our management of incidents and emergencies.	H	<ul style="list-style-type: none"> - evaluations, reflections and debriefing with educators after an emergency practice or incident to inform future planning. - continually participating in additional training provided by ABC - ensuring staff rosters are planned to account for staff that have training to be wardens. 	<ul style="list-style-type: none"> - Practices and processes in responding to incidents and or emergencies are ongoing, completed every 3 months. - Debriefing and evaluations are completed and inform the planning for future practices and procedures. - 	Ongoing	<ul style="list-style-type: none"> - 2014 - Folder updated on emergency procedures. - 2015, 2016, 2017, 2018, 2019 diploma and ECT trained staff attend warden and emergency training with the ABC. - August 2019, purchase a 6 seater pram to ensure evacs run more smoothly.

2.2	Ensure our environments are safe and risks are being minimised to prevent children's injuries.	H	- monitor & analyse injury/accident reports	- Records are completed, kept and stored appropriately. - Ease of access in analysing records of injury. - changing or removing items in the environment that are causing regular injuries.	Ongoing	July 2017 – Staff meeting reflections on child and staff accident and injuries.
2.2.2	Review how relief staff are informed of emergency procedures	H	Update visitor/relief folder for staff. Complete WHS tours of the service for visitors, students and casuals.	Tours being undertaken. Every adult aware of what to do in an emergency. Folder updated.		

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.

Additional information and resources about Quality Area 3 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

Quality Area 3: Standards and elements

Standard 3.1		The design of the facilities is appropriate for the operation of a service.
Fit 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, and 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.

National Law and National Regulations underpinning Quality Area 3

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 3 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Regulation 103	Premises, furniture and equipment to be safe, clean and in good repair	3.1.2
Regulation 104	Fencing	3.1.1
Regulation 105	Furniture, materials and equipment	3.2.2
Regulation 106	Laundry and hygiene facilities	3.1.1
Regulation 107	Space requirements—indoor	3.1.1
Regulation 108	Space requirements—outdoor	3.1.1
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
Regulation 112	Nappy change facilities	3.1.1
Regulation 113	Outdoor space—natural environment	3.2.1
Regulation 114	Outdoor space—shade	3.1.1



National Law and National Regulations		Associated element
Regulation 115	Premises designed to facilitate supervision	3.1.1
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
Regulation 274 NSW	Swimming pools	3.1.2
Regulation 345 Tasmania	Swimming pool prohibition	3.1.2

Quality Improvement Plan for Quality Area 3

Summary of strengths for Quality Area 3

Strengths

3.1.1

- Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose. They are aimed at providing a stimulating learning and care environment for children.
- Learning areas are appropriately spaced and children have storage space which they can easily access.
- We have a wide variety of resources both indoors and outdoors which encourage exploration, learning, shared thinking and collaborative learning.
- Our furnishing reflect a home-like environment and we recently painted the Centre with calming natural colours to promote this feeling as well.
- We have appropriate areas for food preparation, bathroom facilities, office administration, educator programming time, quiet areas for resting and sleeping and adequate and accessible toilet and hand washing facilities.

3.1.2

- Premises, furniture and equipment are safe, clean and well maintained.
- We contract paid cleaners for cleaning every evening and educators all have responsibilities to ensure the premises is maintained, clean and safe throughout each day.
- We have procedures for removing broken items, we have safety checks that are completed each morning and afternoon and we keep a maintenance folder recording the items that we maintain.
- The Centre follows advice and procedures from Kidsafe NSW for checking the fixed and mobile equipment and ensuring the natural environment is safe for children eg purchasing safe plants.
- Educators adhere to cleaning policies, which include the frequent cleaning of toys, equipment, bedding and nursery items.
- We specifically employ a housekeeper each day which helps with these tasks.

3.2.1

- Facilities are designed or adapted to ensure access and participation by every child in the service and promote flexible use between indoor and outdoor spaces. Both areas promote quiet and active areas with children being able to engage in group activities or play independently in a range of developmental learning areas.
- Outdoor space is programmed, evaluated and learning is extended on, educators rotate responsibility for programming and planning in the outdoor area each month.
- We have completed works on the sandpit and shade sails to have waterproof areas outside, which means we can still engage in play experiences outdoors when it is raining.
- Outdoor and indoor spaces are designed to engage every child in quality experiences involving the built and natural world. The learning areas and spaces are flexible and can be adapted to suit the changing needs and interests of the children.
- The indoor spaces are inviting and comfortable with soft furnishings to add to the home-like feeling.
- The positioning of learning areas provides for effective supervision and the opportunity for educators and parents to have space to engage in play experiences with children as well.

- Outdoors have learning areas that are purposefully planned and children can play in the sandpit, on the rocks, negotiate the obstacle course, engage in dramatic play experiences, music and creative experiences. There are lots of opportunities for children to explore, problem solve and practice their creative expression.

3.2.2

- Resources, materials and equipment are sufficient in number, organised in ways that extend every child's participation in the programs and are used in a variety of ways. Children have the opportunity to independently select resources and materials.
- We have culturally diverse resources, open-ended resources and we try to use recycled materials where ever possible.
- Educators use a range of home-made resources and purchased resources and we also receive donations from families.
- Children, even our babies are involved in making their own play dough for play experiences.

3.2.3

- Sustainable practices are embedded in service operations and consistently promoted in our programs.
- We use recycled materials for play experiences, we have recycling bins in each room, we regularly discuss water conservation with children, children help with planting and watering the gardens, our dramatic play clothes are often donated from families, we have held performances that talk about recycling practices and most information communicated to families is via email to save on paper.
- Children are actively involved in being environmentally responsible and are supported to continue this involvement within the program and outside the service too. Children participate in the maintenance of our gardens.
- Our programs provide opportunities for children to develop their understanding and respect for the natural world, and the relationships between people, plants, animals and the land. We have had the RSPCA visit to talk about caring for animals and the older children have recently been exploring how different materials compost and break down over time.

Exceeding Themes

Theme 1 – Practice is embedded in service operations

- *Educators confidently and thoughtfully adapt spaces and resources when planning and as needed on a day to day basis. We consult and observe children in their learning environments which informs any plans for environment change and adaptation.*
- *Educators are committed to modelling environmental care practices and promoting that responsibility in our staff team and together with children.*

Theme 2 – Practice is informed by critical reflection

- *We reflect on our environments in depth during every staff development day we have and also at staff and room meeting times throughout the year.*
- *We discuss any changes to environments via the room online groups for further discussion and as a way to share observations and children's voices.*

Theme 3 – Practice is shaped by meaningful engagement with families and/or community

- *We ask parents to help minimise the need to purchase new equipment by donating resources and clothing they no longer need.*
- *One of our educators asked families to help donate items to send to a remote community.*
- *Our families assist the Centre in various fundraising events in order to save funds for our ongoing outdoor renovation project.*

Key improvements sought for Quality Area 3

Improvement Plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
3.1.2	Update outdoor checklist Ensure safety plans are completed for major works	M	Update the checklist and discuss at staff meeting. Create a safety plan form for future major works.	Items completed	As soon as possible	- Checklist completed in March 2016. - Safety plans completed
3.1.2	Complete regular risk assessments of physical environments.	H	Complete at staff meeting times, room meeting times. Discuss with staff. Complete morning and afternoon checks.	Assessments taking place	Ongoing	- January SDD 2015, completed risk assessments - January 2016 SDD, risk assessments completed. - January 2017, all environments – risk assessments completed. - January 2019 SDD completed.
3.2.3	Develop an environmental sustainability strategy and statement.	M	Complete task with staff and parent consultation, support organisations eg children's services central	Documents completed	As soon as possible	Completed in March 2014.

3.1.1	Ensure philosophy contains section about access and participation.	M	Review philosophy with staff. Update if needed and share with families.	Review completed	As soon as possible	Completed in January 2014.
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OUTDOOR RENOVATION PROJECT ONGOING RECORD OF IMPROVEMENT

- 2014 Notes: We are currently planning the next major centre work of re-tiling the sandpit as over time the sandpit tiles have started to become uneven. We have budgeted \$15000 for the project in this year's budget and are in the process of getting 3 quotes to go ahead with the work during the Centre closing period at the end of 2014. We will fundraise the extra funds if needed and are planning on having a specific working bee where parents can help remove the sand and prepare the area.
- 2015 Notes: Acting Director completed many items in order to prep for the outdoor renovations. Kidsafe audit was completed, and issue of sandpit was investigated as to the causes. Draftsman employed to re-draw the sandpit roof as it was attached to the wall. Surveyor was employed to survey the area. Sydney council visits to survey tree and roots of the trees, they said the cracking in the wall and the tiles were a result of the trees outside. Tessa Rose employed to provide quote for the sandpit works, quote came in at over \$100k. So work was not able to be completed as fast as we thought it would be. Centre requests to ABC for funding in completing the sandpit renovations was not approved.
- 2016: Tessa Rose continually contacted to plan the commencement of project, kept us waiting, didn't seem like they really wanted the project. Returning Director asked for 3 more quotes from surfacing companies and landscapers to compare Tessa Rose quotes. We were informed by ABC that we could not start project until they had fixed the wall. To prepare for wall maintenance we had to remove sail support poles from wall and put them in playground. This was completed.
- 2017: ABC completed the works on the wall. 2017/2018 the Centre had a large financial loss due to the amount needed to be accrued for staff entitlements and lower enrolments. During 2017 financially we were seeing us use the savings in order to operate. The \$50000 funds we had saved and fundraised for the project needed to be used and we still came in at a loss of \$52571, which was a very bad result and potentially jeopardised our lease with ABC.
- 2018/2019 – Priority on minimising hazards and risks outdoors as best as possible and focus on Centre operations, budgeting, enrolments in order to ensure we did not come in at a loss in 2018/2019 otherwise Centre would be declared insolvent. Very stressful year. Luckily with support from families and accurate budgeting we came in at a profit of \$49373. We were able to put away \$30000 for our sandpit project again in June 2019. In July we started immediately on asking for updated quotes, we currently have 2 and are waiting on the 3rd.

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. **Please note that a number of transitional and jurisdiction-specific regulations apply to staffing arrangements. Refer to Chapter 7 of the *Education and Care Services National Regulations* for more information.**

Additional information and resources about Quality Area 4 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

Quality Area 4: Standards and elements

Standard 4.1	The design of the facilities is appropriate for the operation of a service.	
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.

National Law and National Regulations underpinning Quality Area 4

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 4 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 51(2)	Conditions on service approval (FDC Coordinators)	4.1.1
Section 161	Offence to operate education and care service without nominated supervisor	4.1.1
Section 161A	Offence for nominated supervisor not to meet prescribed minimum requirements	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 co-ordinators	4.1.1
Section 164	Offence relating to assistance to family day care educators	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
Section 269	Register of family day care educators, co-ordinators and assistants	4.1.1
Regulation 117A	Placing a person in day-to-day charge	4.1.1
Regulation 117B	Minimum requirements for a person in day-to-day charge	4.1.1
Regulation 117C	Minimum requirements for a nominated supervisor	4.1.1
Regulation 118	Educational leader	4.1.1

National Law and National Regulations		Associated element
Regulation 119	Family day care educator and family day care educator assistant to be at least 18 years old	4.1.1
Regulation 120	Educators who are under 18 to be supervised	4.1.1
Regulation 123	Educator to child ratios – centre based services	4.1.1
Regulation 123A	Family day care co-ordinator to educator ratios—family day care service	4.1.1
Regulation 124	Number of children who can be educated and cared for – family day care educator	4.1.1
Regulation 126	Centre-based services – general educator qualifications	4.1.1
Regulation 127	Family day care educator qualifications	4.1.1
Regulation 128	Family day care co-ordinator qualifications	4.1.1
Regulation 130	Requirement for early childhood teacher – centre-based services – fewer than 25 approved places	4.1.1
Regulation 131	Requirement for early childhood teacher – centre-based services – 25 or more approved places but fewer than 25 children	4.1.1
Regulation 132	Requirement for early childhood teacher – centre-based services – 25-59 children	4.1.1
Regulation 133	Requirement for early childhood teacher – centre-based services – 60 to 80 children	4.1.1
Regulation 134	Requirement for early childhood teacher – centre-based services – more than 80 children	4.1.1
Regulation 135	Early childhood teacher illness or absence	4.1.1



National Law and National Regulations		Associated element
Regulation 136	First aid qualifications	4.1.1
Regulation 143A	Minimum requirements for a family day care educator	4.1.1
Regulation 143B	Ongoing management of family day care educators	4.1.1
Regulation 144	Family day care educator assistant	4.1.1
Regulation 145	Staff record	4.1.1
Regulation 146	Nominated Supervisor	4.1.1
Regulation 147	Staff members	4.1.1
Regulation 148	Educational leader	4.1.1
Regulation 149	Volunteers and students	4.1.1
Regulation 150	Responsible person	4.1.1
Regulation 151	Record of educators working directly with children	4.1.1
Regulation 152	Record of access to early childhood teachers	4.1.1
Regulation 153	Register of family day care educators, co-ordinators and assistants	4.1.1
Regulation 154	Record of staff other than family day care educators, family day care co-ordinators and family day care educator assistants	4.1.1

Quality Improvement Plan for Quality Area 4

Summary of strengths for Quality Area 4

Strengths	4.1	<ul style="list-style-type: none">• Educator to child ratios are maintained at times the Centre is operating.• We have five University trained educators employed when we are only required to employ two.• All staff have an extensive amount of training and or experience and all have completed formal early childhood training with six Diploma trained staff and four Certificate III trained staff.• Our administrator has an Advanced Diploma in Accounting and a Bachelor of Science in Mathematics.• We employ more staff than we are required to with a total of seventeen staff employed fulltime or part-time hours.• We also have a pool of regular casuals that are trained and we can call on to ensure consistency of care for children, whenever our permanent staff are away.• All permanent or contracted staff complete Applied First Aid, Asthma and Anaphylaxis training and Child Protection training which the Centre funds.
	4.1.2	<ul style="list-style-type: none">• Our staff team is very stable with many of our staff working at our service for over ten years. We have two staff that have been employed for twenty years, the Director has been employed for fourteen years and most other staff are currently in their fifth to tenth year.• We have children who are now in high school and/or university coming back to visit the staff that cared for them when they were babies!• Photos of the staff are on display in the foyer and we also have a sign that shows where each staff is working, updated daily to inform our families.• We operate above ratio and qualification requirements and maintain these during meal breaks and rest breaks. We carefully plan rosters to ensure we always have an experienced qualified educator on early and late shifts that our families and children know well.• We pride ourselves on our relationships we have with our children, our families and each other. Due to our staff team consistency of employment, we form strong bonds with our children and families that continue to grow over many years.
	4.2.1	<ul style="list-style-type: none">• The educators enjoy a professional, friendly and supportive working atmosphere with each other and have strong bonds built over many years of support and experiences together.• Our staff team have a high level of collaboration; there is a daily communication book in which important daily information about a range of topics is shared with each other, messages relayed and objectives raised. They are constantly communicating throughout the day and nights! to support and learn from each other and continually improve skills.• They share their perspectives, values, observations and planning ideas with each other informally and at formal times such as room meetings and staff meetings. Staff development can occur during these meeting times as a team, staff can also attend personal professional development training which is linked to their professional goals or needs. As the nominated supervisor I often create power point presentations to keep staff up-to-date on a range of topics.• All staff share responsibilities of programming, planning and routine tasks.• Staff support each other in their home lives and are flexible with the changing shift needs due to their own family's needs whilst still balancing

consistency of care at the Centre at all times.

4.2.2

- Professional standards guide all aspects of our educators' roles.
- Interactions consistently demonstrate mutual respect, equity and recognition of each other's skills and strengths, promoting a positive, warm and family-like environment within our service.
- We utilise each other's language skills, creative skills, cooking skills, music skills, programming skills, furniture arranging skills and a range of others.
- Being together for such a long time we know each other well, we know how to approach each other about sensitive issues maintaining respect and tailoring the approach to suit the person.
- Communications is strong, open, trusting and occurring all the time.
- Our staff team genuinely care for each other and participate in a range of different social occasions together outside of the Centre too. We have attended each other's weddings, christenings, births, birthdays, school fundraising events, fun runs etc...
- After an educator attends a training session or conference, they share their learnt knowledge with the team.
- Educators are accessible to children, families and each other. Many educators support families by offering them their personal numbers and update families when needed.
- The Centre philosophy, various policies and ethics are reviewed every year in January.
- We are committed to the NQS and continually strive to deliver the best learning and care programs for our children and families.
- We have been involved and active with United Voice and have supported staff to attend events in order to improve the conditions of our entire EC sector.

Exceeding Themes

Theme 1 – Practice is embedded in service operations

- *We have a lengthy recruitment process to ensure we have caring and professional educators employed. Their passion for caring and educating children, planning enriching, safe and interesting programs is a natural desire of educators in our team.*
- *Meaningful relationships with children, families and each other are built upon every day and information is shared, reflected on and planned for to ensure children have every opportunity to develop their skills, interests and needs.*
- *Educators support each other in the workplace and within their home lives too.*
- *Educators utilise each other's skills, knowledge and experience every day.*
- *Rosters ensure that there is always a Diploma or University trained educator working at all times the Centre is operating.*
- *Professional standards guide all aspects of our roles as educators.*

Theme 2 – Practice is informed by critical reflection

- *Our educators use many methods to critically reflect on their roles, responsibilities as educators. We use online discussion groups – a Centre group and a group for each room, we have a communication book, we reflect at each staff and room meeting, we have professional discussions all day which gather information and perspective on a range of topics, we reflect after attending PD training and we reflect at parent meeting times.*

Theme 3 – Practice is shaped by meaningful engagement with families and/or the community

- *Families are consulted and informed of staffing news, information, rostering etc...*
- *Educators access organisations and resources in our community to ensure their practices are developed based on knowledge and best practices.*

Key improvements sought for Quality Area 4

Improvement Plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
4.1.1	Update roster to contain links with first aid, qualifications and WWCC checks.	L	Add important information to roster or near roster display area.	When it is completed	Ongoing, roster planned each month.	
4.2.3	Review tips for casual staff	M	Ensure our folder of information for casual staff is up-to-date.	Review folder and update and information needed.	As soon as possible	2016 Completed.
4.2.2	Ensure code of ethics is on display in staff room.	L	Display Code of Ethics	When it is on display	As soon as possible	
4.1.1	Continually monitor busy times of the day which change due to parents needs of accessing care.	H	Monitor morning and afternoon period for children numbers. Plan roster around the busy times. Director will assist when possible too.	Staff are supported during busy times. Ratios are always maintained. Rosters are flexible and changed to suit the needs of the children and families.	Ongoing	2015 - Director works with babies 8-9 every Tuesday and Wednesdays as these were identified as busy mornings. Shift times change to suit the needs of the children and families.
4.2.1	To recognise each other's strengths and utilise these in improving our programs for children	M	Display staff interests/hobbies. Share these with families Ask educators to complete learning projects with	Share interests at SDD Share frustrations at SDD Implement projects Intentional teaching groups	Ongoing	2018 & 2019 Ann completes art classes with children going to school following year. Binqi completes regular sewing projects with children.

			children in small groups.			Joanna completes regular cooking experiences with children. 2019 January SDD talk about what frustrates each other and reflect on ways to improve our frustrations.
4.2.2	Professional interactions and practices are critically reflected on.	M	Ongoing reflections are occurring regularly and are meaningful and inform changes to practices.	Use of online groups for inspiration, sharing information and articles and reflecting on practices as a staff team.	Ongoing	2018 – Online groups established and used. Staff found it a much more meaningful way to communicate in their own time and to share ideas and information.

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.

Additional information and resources about Quality Area 5 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

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.

National Law and National Regulations underpinning Quality Area 5

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 5 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 166	Offence to use inappropriate discipline	5.1.1, 5.1.2, 5.2.2
Regulation 155	Interactions with children	5.1.1, 5.1.2, 5.2.2
Regulation 156	Relationships in groups	5.2.2

Quality Improvement Plan for Quality Area 5

Summary of strengths for Quality Area 5

Strengths	<p>5.1.1</p> <ul style="list-style-type: none">• Interactions with each child are consistently warm, responsive and build trusting relationships that promote children's sense of security and belonging.• The atmosphere throughout our service is always relaxed and happy.• Music is played in all rooms and during routine times to help foster this feeling.• Mealtimes are relaxed and happy and children are encouraged to eat their meals, if they are not hungry at the time, meals are offered again later.• Educators are consistently affectionate with our children, patting and cuddling the children where appropriate.• Routine times are utilised as important interaction opportunities where children have 1:1 time with their educators who will sing, chat and soothe them.• Children know our educators very well, due to the consistency we have in our staffing team. This helps children settle into care with ease and feel a sense of belonging to their rooms and groups.• Each child is consistently encouraged and supported to engage with educators in meaningful, open interactions that enhance the acquisition of skills for life and learning.• Educators consistently engage in intentional teaching in group times and also 1:1 times responding to the cues of children. Educators utilise teachable moments and these often form the basis for future planning and experiences.• Our centre philosophy on our view of children is reflected in every interaction we have. We consistently discuss and encourage children to develop the skills to be a member of a team, to master skills like self-help and dressing, to listen to the cues of their bodies and to be able to communicate their needs effectively.• Each child is consistently included and involved in the programs and routines and children are supported to develop their feelings of confidence and security.• Forming strong relationships with children's families and having regular communications help us to know our children in different environments and to inform our planning for programs.• We provide many ways for families to share information with educators.• Children contribute to planning their learning programs via interactions with their educators.• All children quickly feel comforted and that the service is their place, a sense of belonging to ICC. Educators work hard to get to know each child upon enrolment, their needs and interests and ensure these are catered for in the environments.• Routines are established to help children feel safe and secure. They predict and remind educators on what is going to happen next.• Children and family photos are displayed throughout the rooms, we have "Chiquita" a kangaroo and "Bluey" the dinosaur that has been spending weekends with children aged 2-5 years since 2005.• We ask families to bring in language sheets for children that speak other languages so staff can use these and children feel their language is important in our environments. Luckily we have many staff that can speak a range of languages and we encourage use of other languages at the centre.• Families that have been on holidays share photos with us which are shared with their peers and can often form the basis for future interests or
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projects.

- We offer siblings priority of care in order to support families and keep children together, we have many siblings across the centre and often utilise siblings to come and comfort children when they may be upset.

5.1.2

- The dignity and rights of every child are consistently supported and promoted at all times.
- Educators are calm, patient and consistent in their interactions with children.
- Children's personalities are taken into consideration when responding to a child, for example their fears, their concerns, how best they respond etc..
- Children are able to make choices throughout the day, who they play with, where they sit at meal times, group times, if they want to spend longer in their beds etc... These choices are acknowledged and positively responded to. A display on children's rights is on the window of the preschool room for adults.
- Together with children educators explore fair/unfair behaviours including learning how their actions affect themselves and others. We explore empathy and social awareness principles with all children in the Centre.
- Educators encourage children to problem solve ways of managing conflicts with educators support.

5.2.1

- Collaborative learning opportunities are effectively facilitated and every child is consistently supported to work with, learn from and help others.
- Our environments for learning are planned to encourage small group collaboration with peers.
- Children form strong friendships with their peers which often last for many years after they leave the Centre for big school.
- Children are often in stable room groups that move through the rooms of the service together. This contributes to peer tutoring, shared play and developing a sense of empathy and respect for each other.
- We try to transition children to a new room with their peers or friends where possible and utilise friendships to help support acquisition of skills such as toileting.
- Our environments provide children with the opportunity to engage in group play with their peers and practice important social skills such as caring for others, understanding others and helping others throughout their play experiences.

5.2.2

- Each child is consistently encouraged and supported to manage their own behaviours, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
- Educators regularly have training to refresh behaviour guidance information; this is applied to our strategies and management of conflicts and challenging behaviours.
- Educators work with parents to develop plans that suit the individual needs of each child to encourage them to manage their feelings appropriately.
- We have a comprehensive policy on how to guide children's behaviours in positive ways, generally we have a calm and relaxed environment with children engaging in cooperative behaviours.
- We have worked closely with a Behaviour Consultant – Stephanie Wicker from Simply Kids to support our educators in ongoing challenging situations.
- Many intentional teaching experiences such as role plays, group discussion times etc.. are planned to explore and assist children in developing self-regulation, awareness of their actions, using language to solve problems and how to appropriately respond when they are hurt, angry or upset.

- Educators focus on keeping all children safe and respond immediately when needed.

Exceeding Themes

Theme 1 – Practice is embedded in service operations

- *Educators consistently facilitate cooperative and collaborative learning environments for all children.*
- *All educators strive to ensure consistent strategies are used at the Centre and in the child's home to establish ways for children to be successful in their learning and development.*
- *Educators discuss children's individual needs and plans at every staff meeting time and via online room group discussions.*
- *Educators consistently respond to children's spontaneous interactions and utilise these for future planned learning opportunities.*
- *Educators share a passion for caring and educating children in respectful, supportive and caring ways, this can be felt by visitors as soon as they enter our service.*

Theme 2 – Practice is informed by critical reflection

- *Educators reflect on children's individual plans and their observations of children at every formal and non-formal meeting time.*
- *Professional reflections on children's behaviours, interests and needs occur every single day between educators.*
- *Educators seek outside resources to ensure best practice and knowledge of child development guide their every interaction.*
- *Online discussion groups are used to inspire and uplift educators to look past challenging behaviours and to support their interactions/practices with knowledge.*

Theme 3 – Practice is shaped by meaningful engagement with families/or the community

- *Educators work with families, specialists, consultants and organisations when planning for any child requiring additional support.*

Key improvements sought for Quality Area 5

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
5.1.1	Discuss how we support home languages and that they are embedded in our daily programs	M	Discuss at staff meeting	Language embedded in our daily programs	Ongoing	2014 - Staff teaching songs using their home languages. Families sharing important phrases and words with educators.
5.2.2	Develop children's individual behaviour plans where needed in consultation with staff and families.	M	Talk to parents; find out what strategies are being used at home. Set plans for behaviours	Plans are established and evaluated. Children are supported Children's individual needs are discussed at formal meeting times and informally every day.	Ongoing	2014 - Parent meetings taking place throughout the year January SDD 2018 – Team training on Guiding children's behaviour and establishing plans
5.1.1	Improve interactions with all children using PLAY, RESPECT AND ENGAGEMENT as our foundations for all interactions.	M	Ensure interactions are a regular discussion throughout each day and during meeting times.	Regular reflections as a staff team.	Ongoing	January 2017 SDD – Educator training on Communicating with children and parents. Training package on Reflecting on what kind of teacher do I hope to be! July 2017 – Staff training session & critical reflections on our interactions with Children.

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.

Additional information and resources about Quality Area 6 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

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.	

National Law and National Regulations underpinning Quality Area 6

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 6 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 175	Offence relating to requirement to keep enrolment and other documents	6.1.3, 6.2.1
Regulation 157	Access for parents	6.1.1

Quality Improvement Plan for Quality Area 6

Summary of strengths for Quality Area 6

Strengths	<p>6.1.1</p> <ul style="list-style-type: none">• There is an effective enrolment and orientation process based on active communication, consultation and collaboration with families that supports all families.• Families are contacted from the waiting list and asked to come in for a tour and a meet with the director.• Visit days are planned in which the parent and child spend large blocks of time visiting prior to the child's official start date. This helps the child become familiar with the staff, environments and routines, the parent gets to observe the routines, the feeling of the service and how staff interact and engage with the children and this helps everyone feel better when it comes time to leave the child on their first day of care. Visit sessions are utilised to get to know the child, share important centre information with the parents and also develop a routine that suits the needs of the child.• Educators will contact the parent regularly via phone to give updates during the first few weeks, parents are welcome to call or visit to ensure peace of mind. Extra staff or our floaters are assigned to rooms to help settle new children into care as well.• Families are offered a range of opportunities to be actively involved and are encouraged to significantly contribute to service decisions. Parents are invited to stand for election to the Management Committee at each AGM in October.• Families contribute to service management meetings and make decisions on issues concerning the service. Families are consulted and help review policies and procedures. Our self-assessment process and QIP was available on our website for family feedback and consultation.• Parents are involved in excursions and room programs. They assist staff in working bee events and maintaining centre furniture.• Fundraising and social events are planned throughout the year that parents run and manage, our Bunnings BBQ days are favourites of our families and so is our Christmas party / Graduation party in Centennial parklands. Our staff provide dinner for all the families and guests at our Centre's AGM, where children also plan a performance. Families are regularly surveyed on a range of topics, families regularly email and call the Centre to discuss any number of requests, information and or topics. <p>6.1.2</p> <ul style="list-style-type: none">• The expertise of families is actively sought and valued and they have the opportunity to share in decision making about their child's learning and wellbeing and contribute to the service program.• We support consistency between the home and centre environment, trying to ensure routines are consistent, family values and expectations are catered for and information is shared daily on the needs of our children.• We have a comprehensive enrolment package and re-enrolment package which includes interest sheets, medical information, culture and religious beliefs, routine information, soothing/comforting information and more which staff use to cater for each individual child within the centre program.• Interest sheets are displayed in the room so all staff can get to know each child, information on how children like to go to sleep is available in the cot room, information about toileting practices are on display in the bathroom and staff share this information with each other monthly in room and staff meeting times.• Families cultural preferences, their values and ideas are consistently taken into consideration and routines and programs are adapted to reflect our families enrolled.
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- Discussions and or educator/parent meetings can be arranged at any time between families and educators, conversations are usually informal and occurring daily at drop off times, collection times and throughout the day via visits, phone calls and emails.
- Programs ask parents for feedback and give them the opportunity to comment or suggest ideas for what is happening in the rooms.
- Parents have been asked to come in and manage a group time, talking about their special skills or their professions. We have visited families at work upstairs in the ABC. We get to know our families well and share in the joy of a new birth, visits from relatives and also support families in challenging times like the breakdown of a marriage, the death of a family member, a pet or when someone needs to go to hospital. We share in our families joyful times and support them in the more challenging times and this comes through our strong and meaningful relationships we have formed with our families.

6.1.3

- Current information about community services and resources is provided in a variety of accessible forms to all families in order to support parenting and family wellbeing. Our foyer contains a variety of current information in displays, pamphlets and information on a range of topics.
- We email families specific information on free courses or training held within the community. One of our parents is a counsellor and we offered parents the choice of attending a relationship workshop which was held at the Centre.
- We include current information and resources in our newsletters and we have a range of resources and links available for all families on our centre website.
- When concerns or topics are raised with the director she supports families to find resources and access information that is suited to their needs.
- The documentation program we use, Storypark, provides families with an abundance of resources, articles and information on child development directly linked to the age of their child.
- Links with relevant community and support agencies are well established and maintained consistently and information about these services that are available are shared with our families.

6.2.1

- Continuity of learning and transitions for each child are systematically promoted by sharing relevant information, clarifying responsibilities and building collaborative strategies with relevant stakeholders.
- Children and families are greeted warmly, siblings and parents by name and often asking about their family events or information e.g. "how are your house renovations going?" etc. Information is shared about home experiences and important daily information.
- Transitions between rooms only occur when educators and families agree there is space available and a child is ready to move, we have visit sessions before hand and often try to transition children with their friend if they have formed a close attachment to a peer. Some children transition quickly, others need a slower transition and we ensure each one is tailored to suit the needs of the child.
- Educators in the preschool room complete the NSW Transition to School statement which is given to the child's school they will be attending and shares important developmental information with the school.
- Educators and families established a document in 2016 – Parent responsibilities statement – which clearly outlines to families how an effective educator and parent relationship is established based on mutual respect.

6.2.2

- Access to inclusion support assistance is facilitated when needed; we access KU inclusion support services and also work with a range of private therapists and occupational therapists that parents are working with outside the service. We assist Brighter Futures, support community services when they have at risk placements.
- We have an inclusion support staff member that assists staff in developing plans and supporting their strategies and work with children.
- All children and their families are encouraged to participate in all of the Centre's daily routines and programs and are supported by educators with any aspect that prove to be a challenge or a concern for either party.

6.3.4

- We establish effective relationships and engage with our local community.
- We have visits from community members eg Police, Fire department, Dentists etc.
- We take children on regular excursions to Ultimo Library, The Powerhouse museum, The Australian Museum, The Aquarium, Wildlife world, local parks, our toddlers have visited the airport to follow their interests in planes, we have attended the set of Playschool, Playschool has filmed a segment in our service, we have participated in filming of Giggle and Hoot, we have been involved in taking small groups to be recorded for the ABC Kids Listen Podcasts, we participated in the ABC NAIDOC week celebrations, we have taken the children to the fish market and fruit market to purchase fruit for the centre, we have visited the Seymour Centre to see productions like the Gruffalo and Room on the Broom and lots more! We have visited our local Woolworths and had a behind the scenes tour!
- We are in a terrific location of Sydney, with many wonderful experiences within walking distance, we try to utilise these as best as possible.

Exceeding Themes

Theme 1 – Practice is embedded in service operations

- *Educators engage at all time respectfully with families and partnerships are forms to provide consistent practices for the child's home environment and in the Centre.*
- *Families cultural preferences, their values, their concerns and their suggestions are valued and informs daily Centre operational decisions and/or plans.*
- *Families are encouraged and given many opportunities and ways to be involved in Centre operations, decision making and program planning.*
- *Educators establish ongoing relationships with support services to seek advice and inform planning for children's needs and goals.*
- *Educators share information with all relevant parties to ensure outcomes are being met and reflected on.*

Theme 2 – Practice is informed by critical reflection

- *Interactions with families are consistently reflected on for future improvement, as a staff team, with a staff mentor or in a room online group discussion.*
- *Educators must at times initiate challenging and sometimes emotional discussions with families and their reflections on their practices, the outcomes of the situations and sharing information with colleagues are the basis of ongoing professional development and their own experience base and confidence building.*

Theme 3 – Practice is shaped by meaningful engagement with families and/or the community

- *Our Centre practices are shaped, adapted and guided by our families.*
- *Having relationships within our local area and with specialised support agencies assist educators in ensuring high quality programs are planned for children and families at all times.*

Key improvements sought for Quality Area 6

Improvement Plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
6.1.1	To update parent information in line with sustainability practices.	M	Utilise Centre website and online communication	Website includes relevant, updated Centre information for parents.	Ongoing	Website is regularly updated.
	Ensuring the Centre website is regularly updated – a parent set-up our website and then left in 2015. No one has the skills or information to change it. Solve this issue!	H	Director to find out how to update website	When we know how to update website without parent help.	ASAP	2018 - Regularly discussed in management meetings, a parent offered to assist.
6.1.3	Add centre information in other languages on centre website.	M	Ask staff to help with translations of information. Add to website.	Completed	Ongoing	2018 - Information about our Centre in different languages was added to our Centre's face book
6.1.2	Ensure staff are documenting children's backgrounds, experiences, dislikes, home routines and these are updated.	M	Update enrolment package Display interest sheets on children in rooms	Completed	Ongoing	Interest sheets displayed in baby room Jan 2014, 2015, 2016, 2017, 2018, 2019. Director makes summary of important information from enrolment forms and gives educators a page of information on each new child.

6.2	Encourage families to write their feedback on programs as often it is informal conversations when this occurs.	M	Remember to ask them to write down what they are saying to us too!	When we have parents in the habit of regularly writing comments and feedback.	Ongoing.	Moving our documentation online has improved the quality and amount of feedback we are receiving from families. We are able to communicate with families online using Storypark to have ongoing confidential discussions with families regarding their child's development and plans.
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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 direction 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.

Additional information and resources about Quality Area 7 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

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.

National Law and National Regulations underpinning Quality Area 7

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 7 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 21	Reassessment of fitness and propriety (provider approvals)	7.1.2
Section 51(2)	Conditions on service approval (FDC co-ordinators)	7.1.2, 7.1.3
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	7.1.2
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
Section 163	Offence relating to appointment or engagement of family day care co-ordinators	7.1.2, 7.1.3
Section 164	Offence relating to assistance to family day care educators	7.1.2
Section 164A	Offence relating to the education and care of children by family day care service	7.1.2, 7.1.3
Section 165	Offence to inadequately supervise children	7.1.2
Section 166	Offence to use inappropriate discipline	7.1.2

National Law and National Regulations		Associated element
Section 167	Offence relating to protection of children from harm and hazards	7.1.2
Section 168	Offence relating to required programs	7.1.2
Section 169	Offence relating to staffing arrangements	7.1.2
Section 170	Offence relating to unauthorised persons on education and care service premises	7.1.2
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
Section 174A	Family day care educator to notify certain information to approved provider	7.1.2, 7.1.3
Section 175	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
Section 269	Register of family day care educators, coordinators and assistants	7.1.2
Regulation 31	Condition on service approval-quality improvement plan	7.2.1
Regulation 55	Quality improvement plans	7.2.1
Regulation 56	Review and revision of quality improvement plans	7.2.1
Regulation 158	Children's attendance record to be kept by approved provider	7.1.2
Regulation 159	Children's attendance record to be kept by family day care educator	7.1.2

National Law and National Regulations		Associated element
Regulation 160	Child enrolment records to be kept by approved provider and family day care educator	7.1.2
Regulation 161	Authorisations to be kept in enrolment record	7.1.2
Regulation 162	Health information to be kept in enrolment record	7.1.2
Regulation 163	Residents at family day care residence and family day care educator assistants to be fit and proper persons	7.1.2
Regulation 164	Requirement for notice of new persons at residence	7.1.2
Regulation 165	Record of visitors	7.1.2
Regulation 166	Children not to be alone with visitors	7.1.2
Regulation 167	Record of service's compliance	7.1.2
Regulation 168	Education and care service must have policies and procedures	7.1.2
Regulation 169	Additional policies and procedures—family day care service	7.1.2
Regulation 170	Policies and procedures to be followed	7.1.2
Regulation 171	Policies and procedures to be kept available	7.1.2
Regulation 172	Notification of change to policies or procedures	7.1.2
Regulation 173	Prescribed information to be displayed	7.1.2
Regulation 174	Time to notify certain circumstances to regulatory authority	7.1.2
Regulation 174A	Prescribed information to be notified to accompany notice	7.1.2
Regulation 175	Prescribed information to be notified to regulatory authority	7.1.2

National Law and National Regulations		Associated element
Regulation 176	Time to notify certain information to regulatory authority	7.1.2
Regulation 176A	Prescribed information to be notified to approved provider by family day care educator	7.1.2
Regulation 177	Prescribed enrolment and other documents to be kept by approved provider	7.1.2
Regulation 178	Prescribed enrolment and other documents to be kept by family day care educator	7.1.2
Regulation 179	Family day care educator to provide documents on leaving service	7.1.2
Regulation 180	Evidence of prescribed insurance	7.1.2
Regulation 181	Confidentiality of records kept by approved provider	7.1.2
Regulation 182	Confidentiality of records kept by family day care educator	7.1.2
Regulation 183	Storage of records and other documents	7.1.2
Regulation 184	Storage of records after service approval transferred	7.1.2
Regulation 185	Law and regulations to be available	7.1.2
Regulation 344 Tasmania	Working with vulnerable people registration – 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	7.1.2

Quality Improvement Plan for Quality Area 7

Summary of strengths for Quality Area 7

Strengths	<p>7.1</p> <ul style="list-style-type: none">• Well established governance arrangements, which are regularly reviewed, contribute to the effective management of our service.• Our service is managed by a parent elected board at our annual general meeting. We usually elect over 10 members to form the committee and try to have a mix of community and ABC families to reflect the families our service.• We have an ABC representative on the committee with a financial background that can assist us in our financial planning.• Committee members receive an in-depth training and induction package upon commencement of their roles. Many committee members have been sitting on the board for many years which helps with the continuity of information.• Governance guidelines are included in member's induction packages and was reviewed in 2013.• The director reports to the board at monthly meetings and sends regular emails about the day to day running of the service. <p>7.1.1</p> <ul style="list-style-type: none">• Our Centre philosophy has been established by educators and parents and has been updated and built upon over many years.• Our Centre philosophy underpins every aspect of Centre operations.• Educators review the Centre philosophy annually and changes are made when agreed upon by all relevant parties.• The philosophy is on display in the Centre foyer and is accessible to families, students and the community via our website. <p>7.1.2</p> <ul style="list-style-type: none">• Effective processes are in place to consistently achieve continuity of educators resulting in the establishment and maintenance of secure relationships with children.• Risk assessments are conducted prior to an excursion, a change to environments and with the help of professional organisations such as KIDSAFE NSW.• Evaluations and critical reflections conducted after an emergency practice, an excursion, an incident etc... ensure practices are always improved to manage future risks better than before.• Rostering reflects the importance of continuity of care and due to our Centre's atmosphere, above award conditions, above award salary, the relationships formed over many years with each other, the support of each staff member in the home lives, the relationships we have with families, the relationships we have with children and the high quality service we provide and are proud to work in, our staff team is very stable.• Educators have good conditions that ensure their mental well-being and stress levels are supported at all times, educators are given a paid 1 hour lunch break in which they can at times leave the Centre due to the number of staff employed and the amount of qualified staff employed offering them a daily opportunity to take a break.• Training and professional development is funded by the service to ensure educators have access to support that they wish to access.• We have a team of educators that have been working here for 5-10 years, with 2 staff that have been working here for 20 years. Having the same faces every day provides children with security, families with trust and staff with consistent support.• All room leaders are Early childhood trained.
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- Adults working with children and those engaged in management are fit and proper. All educators have WWCC clearances verified.
- Records and information are regularly reviewed, stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements.
- Confidential child and staff records are stored in a locked filing cabinet of the centre office.
- Incident, illness and injury records are stored appropriately and reviewed at the end of each year to look for patterns or areas that are unsafe.
- Immunisation records are reviewed each year and parents reminded regularly to update their records.
- Well managed administrative systems are established to ensure effective operation of the service and contribute to continuous service improvement. We have an administrator trained in accounting who is employed for 30 hours every week. The nominated supervisor can also assist in administration tasks.
- Our centre belongs to organisations such as community childcare co-operative, children's services central, ECA, Australian Federal Employment Industries, which support the management and operations of our Centre.
- We have the same auditor every year who started with us when the service open 30 years ago.
- The regulatory authority is notified of any relevant changes to operation of our service, of serious incidents and any complaints which allege a breach of legislation. We have notified the authority in 2013 after a parent complaint alleging a breach to legislation. This was investigated and found to be not in breach of legislation.
- Processes are in place to ensure all grievances and complaints are addressed, investigated fairly and documented in a timely manner. Details of whom complaints are to be made to at the Centre and the regulatory authority are on display in the foyer.
- Families feel comfortable to communicate their concerns via email to the nominated supervisor or discussing any concerns with staff or the nominated supervisor. They know these will be taken seriously, responded to fairly and hopefully have their concerns put at ease.
- We have a parent representative on the management committee who the parents can speak with if they don't wish to speak with staff.
- Incidents or complaints are recorded and stored in a file.
- Service practices are based on effectively documented policies and procedures that are available at the service and reviewed when required with educators and parents.
- Key policies are available on the centre website. When a policy is due to be reviewed, it is first evaluated by staff, then taken to the policy sub-committee in which parents review and then sent to families via email or families are referred to view the new policy on the website.

7.1.3

- The induction of staff and educators is comprehensive and contributes to sustained quality relationships and environments that facilitate children's learning and development.
- New staff members receive an induction package which includes policies, procedures, the philosophy, job descriptions, health and safety information, the staff handbook, information about their role responsibilities and information about our centre.
- Staff are taken on a WHS tour, showing staff what to do in an emergency, where important safety equipment is located and the responsibilities of supervision.
- Staff are given a day off the floor to be able to read and process this information prior to starting.
- A buddy system is also in place to ensure new staff are paired with existing experienced staff to support them in their induction period.
- Where possible we try to have the new staff member work alongside the staff member they will be replacing to learn the role and the responsibilities required of them.

- The director discusses the progress of the new staff member and how they are settling in with the room leaders.
- After 3 months a meeting is planned to discuss how the educator/staff is settling in and to provide any feedback.
- Parents that join our Management Committee are given an induction package which clearly defines their roles and responsibilities as approved providers and decision makers for the service.

7.2.1

- An effective self-assessment and quality improvement process is in place. The self-assessment process began with the NQS being discussed and the centre evaluated with staff during meeting times. Information to families was distributed in brochures in their child's pocket. A QIP was developed and added to the website.
- The QIP is reviewed every January during the staff development day, discussed at management meeting in February and shared with parents and the community via the website.
- Elements in the NQS are discussed and reflected on at staff meeting times and at Management Committee meeting times throughout the year.
- All educators are striving to continually improve the Centre operations and their own practices.

7.2.2

- A suitable qualified and experienced educator consistently leads the effective development and training of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning.
- The educational leader and the Centre Director over-see the curriculums across the service.
- The nominated supervisor has been working at the service since 2002, the educational leader has been working at the service since 1993.
- Goals and expectations for teaching and learning are discussed in individual appraisals, staff development days and during meeting times.
- The educational leader offers advice, support and resources on all room programs and educator practices.

7.2.3

- The performance of staff and educators is evaluated and individual development plans/goals are set at appraisal times and at the staff development day in January.
- Staff appraisals are conducted annually or when required by the nominated supervisor.
- Educators complete a staff review form which is their own critical reflection on their role and training.
- The nominated supervisors appraisal is completed by the president of the committee and includes educators who complete job performance evaluations on the nominated supervisors role.
- The appraisal process can be informal and not always is documented.

Exceeding Themes

Theme 1 – Practice is embedded in service operations

- *Processes that the Centre uses to ensure high quality practices are embedded in Centre operations often have been established and used for a very long time.*
- *Our Management Committee has been operating for over 30 years, our Centre Director has been employed since 2002, our educational leader 1993. Ensuring consistent, knowledgeable and experienced decisions are continually made for our Centre.*
- *Quality improvement is valued by all stakeholders and is key in planning, decision making and operating our service.*

- *Educators are viewed as our greatest asset in ensuring quality care and education for children, the Centre has strived to support educators in their professional roles, in their personal roles and to develop their skills and knowledge as educators for EC education and care.*

Theme 2 – Practice is informed by critical reflection

- *Critical reflection through discussions, informal discussions, formal meetings, online group discussions, parent management meetings, parent feedback, surveys, documentation, evaluations, risk assessments and communication between children, parents and educators are regular and ongoing.*

Theme 3 – Practice is shaped by meaningful engagement with families and/or the community

- *Families ultimately operate our service alongside our team of educators.*
- *Families shape and leave a mark on our Centre every year, bringing new ideas, knowledge, skills, assistance to continue to improve all aspects of Centre operations.*
- *The relationships we have with places and organisations in our local community add so much more opportunity for learning, enriching children's interests and programs. We would not be able to travel to so many places without the involvement of our families in every excursion.*
- *Families regularly show their appreciation of our team of educators in thoughtful and generous ways.*

Key improvements sought for Quality Area 7

Improvement Plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
7.1.3	Review staff induction process for new staff.	M	Review current package. Add anything required.	This is completed and follows necessary requirements.	As soon as possible.	Staff handbook reviewed and revised (2012) Reviewed and revised again in 2018.
7.2.3	Complete and document staff appraisals annually.	M	Plan a week of appraisals and focus on completing these.	When all staff has had a formal meeting.	Ongoing	Director attended PD training to assist her in completing formal and meaningful staff appraisals in 2018. Educator goals completed and reflected on in every SDD.
7.2.1	Review exit survey for families	M	Review current survey.	Completed.	As soon as possible.	Completed in 2013.
7.2.2	Have educational leaders write a section about program information in the newsletter to share with parents.	M	Inform staff during meeting. Set a date to have these reports handed in.	When the process is continually working.	As soon as possible.	Due to all the communications and information sent to families each week instead of once every few months, we have ceased newsletters in 2017. Educational leader to keep a folder of her information sharing with families and educators.

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