



Australian Children's
Education & Care
Quality Authority

National Quality Standard Assessment and Rating Report

Service Name

Grange Primary School Out of School Hours Care

Date

15 April 2014

About this report

The National Quality Framework

In December 2009, all Australian governments, through the Council of Australian Governments, agreed to a partnership to establish a National Quality Framework for Early Childhood Education and Care (National Quality Framework).

The Australian Government and state and territory governments recognise the importance of increasing their focus on the early years to ensure the wellbeing of children throughout their lives and to lift the productivity of our nation as a whole. The drive for change is based on clear evidence that the early years of children's lives are very important for their present and future health, development and wellbeing.

The National Quality Framework aims to raise quality and drive continuous improvement in education and care services through:

- the *National Quality Standard for Early Childhood Education and Care and School Age Care (National Quality Standard)*
- a national quality assessment and rating process
- streamlined regulatory arrangements
- a new national body jointly governed by the Australian Government and state and territory governments—the Australian Children's Education and Care Quality Authority (ACECQA)—to oversee the new system.

The new system replaces state and territory licensing and quality assurance processes.

Purpose

The purpose of the National Quality Framework assessment and rating process is to determine whether and at what rating level services meet the *National Quality Standard* and the requirements of the *Education and Care Services National Regulations* and the *Education and Care Services National Law*.

The purpose of this report is to inform you of the outcome of your service's assessment and rating against the National Quality Framework, including the *National Law* and *National Regulations*, which incorporates the *National Quality Standard*. This report will assist you with your ongoing quality improvement planning.

How this document is organised

The *National Quality Standard Assessment and Rating Report* includes:

- a service details section
- a list of the rating level descriptors for each quality area accompanied by the Regulatory Authority's comments on evidence, and any notes relevant to the service's Quality Improvement Plan
- a table that summarises the elements that were 'met' and 'not met', and the ratings for the standards within each quality area, and
- a table that presents the quality area ratings and the overall rating.

The rating system

The *National Regulations* prescribe the rating levels within the national quality assessment and rating process (regulation 57). The rating levels are displayed in this document as follows:

Rating Level	Abbreviation
Significant Improvement Required	S
Working Towards National Quality Standard	W
Meeting National Quality Standard	M
Exceeding National Quality Standard	E

Further information on how ratings are determined is available in the *Guide to Assessment and Rating for Services*.

Service details

Name of service	Grange Primary School Out of School Hours Care		
Type of service	Vacation Care		
Location			
Street	39c Jetty Road		
Suburb	Grange		
State or territory	South Australia	Postcode	5022
Contact details			
Telephone	08 8353 4917	Mobile	0412532041
Email	Jasminka.huskic396@schools.sa.edu.au		
Approved provider	Grange Primary School Governing Council		
Nominated supervisor			
Name	Jasminka Huskic	Title	Director
Educational leader			
Name	Biannca Varano	Title	Educational Leader
Responsible person			
Jasminka Huskic			
Primary contact for assessment and rating visit			
Jasminka Huskic			
Quality Improvement Plan			
Date received	15 January 2014		
Visit			
Date	15 April 2014	Arrival	8:50am
		Departure	4:40pm
Date		Arrival	
		Departure	
Date		Arrival	
		Departure	
Authorised officer/s			
Name	Jessica Scott	Title	Authorised Officer
Name	Teresa Harnett	Title	Authorised Officer
Minor adjustments	No	Date advised	
Relevant element/s and/or regulations			

Quality Area 1: Educational program and practice

Standard 1.1 An approved learning framework informs the development of a curriculum that enhances each child's learning and development.

Element	Working Towards National Quality Standard (W)	Meeting National Quality Standard (M)	Exceeding National Quality Standard (E)	Met or Not met
1.1.1	Curriculum decision making sometimes supports children's learning and development outcomes.	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.	Curriculum decision making maximises each child's learning and development opportunities.	Met
1.1.2	The program sometimes draws upon children's current knowledge, ideas, culture, abilities and interests.	Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.	Each child's current knowledge, ideas, culture, abilities and interests are consistently incorporated and actively drive all aspects of the program.	Met
1.1.3	Aspects of the program, including routines, provide opportunities for children's learning.	The program, including routines, is organised in ways that maximise opportunities for each child's learning.	The program, including routines, is organised in ways that maximise each child's involvement and engagement in learning.	Met
1.1.4	General information about the program for children is available to families.	The documentation about each child's program and progress is available to families.	The documentation about each child's program and progress is available in an accessible format and opportunities are provided for discussion with families.	Met
1.1.5	Some supports are offered to children to participate in the program.	Every child is supported to participate in the program.	Every child is actively and consistently supported to engage in the program.	Met
1.1.6	Children's agency is sometimes considered and encouraged in helping them to make choices and decisions about their world.	Each child's agency is promoted, enabling them to make choices and decisions and influence events and their world.	Each child's agency is consistently considered and promoted, enabling them to make a range of choices and decisions to influence events and their world.	Met

Standard National Law (s) and National Regulations (r)

1.1	s168	Offence relating to required programs
	s323	Approved learning framework
	r73	Educational program
	r75	Information about the educational program to be kept available
	r76	Information about educational program to be given to parents

General transitional and saving provisions

r254	Declared approved learning frameworks
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Element	Evidence
	<p>Curriculum decision making maximises each child's learning and development opportunities.</p> <ul style="list-style-type: none"> The service uses the outcomes from the approved learning framework, My Time Our Place (MTOP) to guide the development of the curriculum. These outcomes were seen being linked to planning for individuals and group learning. Photographic displays seen within the service depicted children engaged in a range of

experiences that centred on the outcomes from MTOP. Written evidence was also displayed alongside these pictures which described how the service was engaging children in experiences that maximised children's learning against these outcomes.

- The environment consisted of a range of experiences which encompassed opportunities for children to engage in experiences centring on the learning outcomes from MTOP. Some of the experiences that were observed were children engaged in a range of art experiences using a range of resources, physical activities which included ball play and a jumping castle, a range of construction materials used in a variety of ways by children and quieter experiences which facilitated the leisure aspects of the learning framework.
- Both the Director and the Educational Leader of the service spoke about when they plan experiences for children, they often reflected on the learning outcomes from MTOP and how children would engage in the experiences offered to them in order to meet a range of outcomes from the framework. This was evident in the written documentation that was shown to the assessors during the day.

Each child's current knowledge, ideas, culture, abilities and interests are consistently incorporated and actively drive all aspects of the program.

- Children's ideas, interests and experiences were the foundation of the program. Children were asked what they would like to play with throughout the day. Educators were seen incorporating children's ideas into the experiences that were offered. When a child asked to play with some construction materials, the educator cleared a space on a carpeted area for the child to use the materials. On another occasion, an educator brought over containers of pencils for a child to use to write on art work they had just completed, after a child had asked how she would know which one was hers. Children then used the pencils to extend on the art work they had originally completed.
- An 'ideas tree' had been set up at the service where children placed 'leaves' on which they had written ideas and suggestions. These ideas were then used by educators when programming for the children. Children are also given opportunities to write ideas on a white board which are then incorporated into the program alongside the planned experiences for children. Spontaneous experiences are written on the program and reflected on as part of further planning for children.
- Children are given sheets to fill in, indicating their interests and information about their home and school life. This information is used by educators when programming for individuals.
- Educators were seen engaging with children throughout the day and talking with children about the experiences they were undertaking. On one occasion an educator sat with a child for a long period of time, talking with him about the materials he had used to build a road for the cars he was playing with. She asked questions such as 'Why he had made it go the way it had?' and 'How it was going to be used by the cars he had chosen?'

The program, including routines, is organised in ways that maximise each child's involvement and engagement in learning.

- Educators were seen continually collaborating with children about the routines. Children were given choice within the routines as to when they wanted to eat, where they were going to play and what they wanted to play with.
- Children knew what was expected of them. Children were aware of when they were required to engage in group times and even though the lunch routine had recently been changed, this had been clearly explained to children.
- Group sessions were incorporated into the routine and were used to 'check in' on all the children. The Director stated that these group sessions were used by educators to relay information to children and make sure all children had had their needs met throughout the day.
- Educators had recently adapted the lunch time routine after reflecting on this part of the service's routines in their Vacation Care program. Previously children would often eat wherever

they wished throughout the service. The educators have now set up chairs and tables under a veranda area located outside. The service is calling this area their 'café' area for children. This has meant that there is a separate area for children to eat and play in and the small groups of tables and chairs makes the lunch time routine a social occasion for children.

The documentation about each child's program and progress is available in an accessible format and opportunities are provided for discussion with families.

- Since the previous assessment and rating visit, the service had spent a large proportion of time working on how information about the program is displayed for families. Through conversations with the Director, it was evident that the service had put together simple displays of children's art work and photos of children throughout the service alongside simple written information about the program being offered for children.
- Each child has an individual portfolio which contains art work, photographs and individual learning plans.
- A program was displayed for families on the wall along with individual learning plans currently being evaluated for focus groups of children.
- There is a regular newsletter written by the Director which gives families' information about the programs being offered for children as well as information to families about staffing and the service policies and procedures.
- A 'What we did today' sheet is placed near the sign in sheet for families to sight when they arrive at the end of the day. This tells families what experiences have been offered for children throughout the day.

Every child is actively and consistently supported to engage in the program.

- Educators were seen supporting children throughout the program. As previously mentioned educators sat with children as they participated in experiences asking a range of questions to children about the experiences they were involved in.
- Educators encouraged children to do things independently. When a child said that she needed help in making a puppet, the educator asked the child to try to cut it out and said to the child that if she still had difficulty in cutting out the template she would then help her after the child had tried to cut it out herself. The educator provided encouragement to the child as she attempted to cut around the template.
- Educators acknowledged children's efforts throughout the day. An educator was playing handball with a group of children. The educator was continually heard commenting positively on children's efforts to play the game and encouraging children to keep trying to hit the ball.
- Children who needed extra assistance were supported throughout the day. When a child was seen wondering around the room, not actively engaging in any of the experiences being offered to children, an educator approached the child. She talked to the child about what she may want to play with and was then seen leading the child to an experience and sitting with her as the child started to make something at the craft table.

Each child's agency is consistently considered and promoted, enabling them to make a range of choices and decisions to influence events and their world.

- Children were given opportunities to make choices through a range of ways within the program. Children were encouraged to write ideas of experiences they would like on a white board which were then implemented in the program. They also wrote other long term ideas on to 'an Ideas Tree' which was used by educators for future planning. Children made choices on when they wanted to eat and were able to move throughout several separate areas of the service which have been allocated for use by the school. Open shelving had additional resources stored on them for children to access and requests for other resources from children were seen being acknowledged by educators.

- Children were seen initiating play experiences. At one stage throughout the day, children were seen asking for a volley ball net to be placed in the gym, so they were able to hit balls over the net. On another occasion, a group of children began to play hide and seek outside. They asked the educator to join in the game and he was seen supporting younger children to find hiding spaces within the environment.
- The service created possibilities for peer scaffolding. The service has a child of the week. This child helps support educators with the program and acts as a role model for other children.

Quality Improvement Plan notes (optional)

1.1	An approved learning framework informs the development of a curriculum that enhances each child's learning and development.	Exceeding NQS
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Quality Area 1: Educational program and practice

Standard 1.2 Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.

Element	Working Towards National Quality Standard (W)	Meeting National Quality Standard (M)	Exceeding National Quality Standard (E)	Met or Not met
1.2.1	Children's learning and development is considered in some aspects of the planning process.	Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.	Assessment of each child's learning and development is part of an ongoing cycle of planning, documenting and evaluation. It is an interactive process that drives development of the program.	Met
1.2.2	Educators sometimes respond to children's ideas and play.	Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.	Educators consistently respond to children's ideas and play and intentional teaching is embedded within the program to scaffold and extend each child's learning.	Met
1.2.3	Some reflection on children's learning and development is considered in planning the program.	Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.	Critical reflection on children's learning and development, both as individuals and in groups, is consistently used to implement, review and revise the program.	Met

Standard National Law (s) and National Regulations (r)

1.2 r74 Documenting of child assessments or evaluations for delivery of educational program

Element	Evidence
	<p>Assessment of each child's learning and development is part of an ongoing cycle of planning, documenting and evaluation. It is an interactive process that drives development of the program.</p> <ul style="list-style-type: none"> All children are placed into focus groups which ensure that all children are programmed for throughout the year regardless of the amount of time that they attend the service. The service has an overall fortnightly program where children's group and individual experiences are placed on to be offered to children throughout the two weeks. Spontaneous experiences that have occurred throughout the fortnight are placed onto this program and evaluated at the end of the fortnight. Focus children have written individual learning plans based on observations taken on them by educators. Planned experiences for these focus children are then placed onto the overall program to be completed for each child. Educators then evaluate these experiences, or observe children's involvement in alternative experiences in order to evaluate children's development against the MTOP outcomes identified in the learning plans written. Follow up experiences are then written on the individual learning plan and used in future planning for each child. The individual learning plans are placed alongside the overall fortnightly plan for educators to read and source additional information from if needed. The service has displays of group work throughout the service. These are evaluated against the MTOP outcomes with simple evaluations of these experiences placed alongside the photographs or art work which is displayed The service records what has happened each day in the programs for children in a 'What we did today' journal which is displayed for families to read. The Educational Leader stated that this book is reflected on when evaluating the programs being offered for children. Observations are recorded on children by all the educators at the service and the Educational Leader is responsible for writing up the individual learning plans for children and formulating

the overall program for children incorporating children's and other educators' input.

- It was clearly observed that the service has been working on clear and appropriate formats to document children's learning at the service since the previous assessment and rating visit. The Educational Leader stated that the service has trialled several ways to record and has since found that the current techniques have worked and provided a clear and documented trail of children's learning and development.

Educators consistently respond to children's ideas and play and intentional teaching is embedded within the program to scaffold and extend each child's learning.

- The learning environment for children is flexible to meet the children's needs. As previously mentioned in standard 1.1 children's ideas were incorporated into the program and educators engaged in child initiated play experiences. The environment also had a balance of active and quiet areas for children to use.
- Educators were heard using open ended questioning when engaging in experiences with children. They were observed questioning how and why children were using resources. They were seen encouraging children to recall on past experiences to use in the current learning taking place. When a child asked how to cut holes in the rabbit mask he was making, an educator talked to the child about a past experience that he had taken part in where he had had to make a hole in the paper. She then demonstrated on another mask how to make the hole for the eyes, talking with the child about each step.
- Challenging experiences were observed being offered for children. An educator was seen facilitated a handball game with children. When children became upset about being 'out' of the game, he calmly explained the rules to the children and then encouraged them to go back into the line and try again in the game, giving the children additional supports about how to play the game.
- Spontaneous teachable moments were seen being used throughout the day to extend on children's learning. Children were seen being helped to write their name on a white board to have a turn using resources, educators modelled to children how to make and use puppets as part of an incursion incorporated into the program on the day and an educator was seen standing alongside a child attempting to climb along a high climbing frame, relaying to the child each step he needed to take to move along the frame.

Critical reflection on children's learning and development, both as individuals and in groups, is consistently used to implement, review and revise the program.

- In the previous assessment and rating report it stated that 'the reflective practice that is documented is new for staff'. It was evident through conversations with educators and sighted documentation that this was an area that the service has worked on improving and is now used as a regular practice at the service.
- The service uses several strategies to critically reflect on the program. As previously mentioned, the service evaluates individual learning plans for children as well as for groups. This is done in several ways. The Educational Leader is responsible for evaluating individual learning plans. She also documents the evaluations of group learning however input is sought from other educators during fortnightly staff meetings and she also uses the 'What we did today' book to reflect on the programs being offered for children.
- Feedback is sought from families through the use of surveys and children are also given surveys to fill in. Children have been asked on several occasions to indicate how they feel about the program and their time at the service by using a face which indicates how they feel. For example, a happy or sad face is placed on a white board and reviewed by educators. The children's ideas tree is also used as a source of feedback for educators about what to offer in the programs for children.

Quality Improvement Plan notes (optional)

1.2	Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.	Exceeding NQS
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Quality Area 2: Children's health and safety

Standard 2.1 Each child's health is promoted.

Element	Working Towards National Quality Standard (W)	Meeting National Quality Standard (M)	Exceeding National Quality Standard (E)	Met or Not met
2.1.1	Information on children's health needs is available.	Each child's health needs are supported.	Each child's health needs are consistently supported, monitored and promoted.	Met
2.1.2	Opportunities for sleep, rest and relaxation are provided for children.	Each child's comfort is provided for and there are appropriate opportunities to meet each child's need for sleep, rest and relaxation.	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.	Met
2.1.3	Basic hygiene practices are implemented.	Effective hygiene practices are promoted and implemented.	Effective hygiene practices are actively and consistently promoted and embedded in the everyday program.	Met
2.1.4	Some steps are taken to control the spread of infectious diseases and to manage injuries and illness.	Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines.	Preventative steps are evident in controlling the incidence and spread of infectious diseases. In addition, the management of injuries and illness accords with recognised guidelines, and best practice regarding these issues is embedded in the everyday program.	Met

Standard National Law (s) and National Regulations (r)

2.1	r77 Health, hygiene and safe food practices r81 Sleep and rest r88 Infectious diseases r89 First aid kits r90 Medical conditions policy r91 Medical conditions policy to be provided to parents r92 Medication record r93 Administration of medication r94 Exception to authorisation requirement – anaphylaxis or asthma emergency r95 Procedure for administration of medication r96 Self-administration of medication
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Element	Evidence
	<p>Each child's health needs are supported.</p> <ul style="list-style-type: none"> Health care plans were displayed in the office area of the service along with photos of each child that has identified health support needs. All educators are made aware of this list. Written authorisation is obtained from families for children who may require medication at the service. Facilities are available in the service's office for medication to be stored if needed. Educators were heard discussing the health needs of children with families when needed. When a parent came to take a child who appeared unwell home, the Director spoke to the parent about the child. On another occasion when a child had hurt herself and the family was notified, the Director also made sure that the child was able to speak to her parent about how she was feeling. <p>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.</p> <ul style="list-style-type: none"> Routines were flexible to meet the individual needs of children. When most of the other children had gone over to the oval area to play, one child had indicated that she was tired, she was able

	<p>to rest in the room with the Director.</p> <ul style="list-style-type: none"> The environment provided opportunities for active and quiet play in all areas used by the service. There was an area in the art room that children were able to watch television on couches as needed. In the gym area, a corner at each end was dedicated to quiet activities being used by children. The outdoor environment also had opportunities for children to engage in quiet play. The service had resources that supported children to rest and sleep if needed. This included mats that were placed on the floor, large couches for children to sit and lie on and a range of pillows for children to use in various sizes. <p>Effective hygiene practices are promoted and implemented.</p> <ul style="list-style-type: none"> Educators and children were observed washing their hands before mealtimes. Educators were also heard encouraging children to wash their hands at other times throughout the day which included after going to the bathroom and after engaging in craft experiences. All table top surfaces were cleaned regularly before being used to eat. A procedure was displayed for educators to read about the cleaning of tables before and after mealtimes. The Director said that the service adheres to safe food handling procedures and the kitchen area of the service appeared clean and tidy. <p>Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines.</p> <ul style="list-style-type: none"> The Director stated that the service had not recently had any infectious diseases come into contact with the children attending the services but said that if a child appeared unwell, families were called and the child was often taken into the office area of the service to avoid contact with other children until they were able to be picked up. Information about infectious diseases was displayed on the entrance door of the service for families to read. The service relies on the school to provide information about any infectious diseases. First aid kits were sighted at the service and were clearly signed to identify where they were. All educators have undertaken some form of first aid training and documentation about these qualifications was sighted. Any injuries to children that occurred throughout the day were documented and families were asked to sign these forms when they picked up their child. Educators were seen consulting with each other about injuries and discussing the treatment that was required when a child was injured.
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Quality Improvement Plan notes (optional)		
2.1	Each child's health is promoted.	Meeting NQS

Quality Area 2: Children's health and safety

Standard 2.2 Healthy eating and physical activity are embedded in the program for children.

Element	Working Towards National Quality Standard (W)	Meeting National Quality Standard (M)	Exceeding National Quality Standard (E)	Met or Not met
2.2.1	Food and drinks provided by the service are nutritious.	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.	Food and drinks provided by the service are nutritious and appropriate for each child. Healthy eating is consistently and actively promoted and embedded in the everyday program.	Met
2.2.2	There are opportunities for children to participate in physical activity.	Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.	Physical activity that builds on children's interests and development is embedded in all aspects of the program.	Met

Standard National Law (s) and National Regulations (r)

2.2	r78	Food and beverages
	r79	Service providing food and beverages
	r80	Weekly menu

Element	Evidence
	<p>Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.</p> <ul style="list-style-type: none"> During the Vacation Care program run by the service, children are asked to bring their own lunch and snacks. As mentioned previously, the service has recently changed their lunchtime routine for children and has implemented a separate 'café' area for children to sit and eat in. The Director stated that this promoted social interactions with children during this time and enabled educators to assess if children had eaten their lunch. Children were able to order their lunch which educators picked up from a local shop. Whilst some healthy options were seen being ordered by families from the shop, cakes and in particular doughnuts were also being seen given to the children from the shop. The Director said that healthy eating guidelines are given to families in regards to the food they supply for children whilst attending the service. She also said that a 'mock' lunch box has been displayed for families showing healthy food items they could supply for their child. <p>Physical activity that builds on children's interests and development is embedded in all aspects of the program.</p> <ul style="list-style-type: none"> There was a variety of physical experiences which were offered for children throughout the day. Some of these experiences included climbing, ball games, construction materials, sand play, drawing and art and craft experiences using a range of equipment such as scissors and tape dispensers. The service has access to several areas which allowed children space to engage in large motor development. There is a gym with large areas dedicated to physical play. There is also an outdoor area located directly outside the service for children to use which has climbing equipment and a sand pit for children to use. The service also accesses the oval area for children to play running and ball games on. Educators were seen facilitating active play experiences for children. An educator engaged with children in ball games in the gym for a large part of the day. On another occasion, another educator was seen teaching children running games on the oval.

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| | <ul style="list-style-type: none"> Incursions and excursions are used as part of the program to promote active play. On the day of rating and assessment visit children were able to use a jumpy castle that had been set up by a parent of a child using the service. |
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Quality Improvement Plan notes (optional)	

2.2	Healthy eating and physical activity are embedded in the program for children.
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Meeting NQS

Quality Area 2: Children's health and safety

Standard 2.3 Each child is protected.

Element	Working Towards National Quality Standard (W)	Meeting National Quality Standard (M)	Exceeding National Quality Standard (E)	Met or Not met
2.3.1	The service is working towards ensuring children are adequately supervised at all times. This does not pose an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service.	Children are adequately supervised at all times.	Children are effectively supervised at all times and educators are attuned to the needs of all children to ensure each child's safety and wellbeing.	Met
2.3.2	The service is working towards ensuring that every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury. This does not pose an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service.	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.	Effective steps are taken to identify and manage risks and the precautions taken to protect children from hazards and harm reflect best practice.	Met
2.3.3	Plans are in place, practised and implemented to manage incidents and emergencies.	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.	Plans to effectively manage incidents and emergencies are developed and reviewed in consultation with relevant authorities. Strategies are regularly practised and implemented effectively.	Met
2.3.4	The approved provider has advised the nominated supervisor, educators and staff members who work with children of the existence of child protection law and any relevant obligations.	Educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect.	Educators, co-ordinators and staff members understand their roles and responsibilities in accordance with relevant child protection legislation and they actively raise family and community awareness of child protection issues.	Met

Standard National Law (s) and National Regulations (r)

2.3	s165	Offence to inadequately supervise children
	s167	Offence relating to protection of children from harm and hazards
	r82	Tobacco, drug and alcohol-free environment
	r83	Staff members and family day care educators not to be affected by alcohol or drugs
	r84	Awareness of child protection law
	r85	Incident, injury, trauma and illness policies and procedures
	r86	Notification to parents of incident, injury, trauma and illness
	r87	Incident, injury, trauma and illness record
	r97	Emergency and evacuation procedures
	r98	Telephone or other communication equipment
	r99	Children leaving the education and care service premises
	r100	Risk assessment must be conducted before excursion
	r101	Conduct of risk assessment for excursion
	r102	Authorisation for excursions

Element	Evidence
	<p>Children are adequately supervised at all times.</p> <ul style="list-style-type: none"> Educators were heard discussing with each other their movements' throughout the service. Walkie talkies were used by educators to communicate with each other when some educators and children went over to the large school oval.

	<ul style="list-style-type: none"> • The service has a roll for the younger children that is taken by educators on an hourly basis to inform them of the whereabouts of these children as well as ensuring that educators are aware of when these children have eaten, drank and also how they are participating in the program. • Furniture was arranged throughout the service to enable effective supervision of children. • Educators were seen sitting with children at mealtimes. • The deployment of educators did not always meet the supervision needs of children. On two separate occasions a large number of children were outside with a limited number of educators. <p>Effective steps are taken to identify and manage risks and the precautions taken to protect children from hazards and harm reflect best practice.</p> <ul style="list-style-type: none"> • The service regularly checks the environment to identify any hazards and maintenance issues. Any maintenance issues are logged with the school for further action. • Sun safe practices were seen being implemented. Children and educators were seen wearing hats when outside and educators were heard reminding children to wear their hats before moving outside. • Safety issues were heard being discussed with children. Educator's spoke with children about appropriate and safe ways to use equipment and furniture. • All hazardous substances were stored in the kitchen area which was not accessed by children. These substances were clearly signed and placed away after they were used. • A series of fences and gates were used to secure the areas that children were using when outside. The fencing ensured the children were able to only access areas that educators could safely supervise. <p>Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.</p> <ul style="list-style-type: none"> • Emergency procedures and plans for the service were displayed in all of the areas used by the services. • The service regularly practices emergency evacuations and invacuations with the children. The Director spoke about how different warning signs had been devised by the service to alert educators and children when it was an invacuation and when it was an evacuation. • These practice drills are documented and discussed at staff meetings. <p>Educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect.</p> <ul style="list-style-type: none"> • Educators have undertaken training and are aware of their responsibilities in regards to responding to signs of abuse and neglect of children. • Any abuse and neglect observed by educators is documented and this documentation is stored confidentially.
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Quality Improvement Plan notes (optional)

It is recommended that the service review the deployment of educators to ensure that adequate numbers of educators are able to supervise children at all times throughout all areas used by the service.

2.3	Each child is protected.	Meeting NQS
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Quality Area 3: Physical environment

Standard 3.1 The design and location of the premises is appropriate for the operation of a service.

Element	Working Towards National Quality Standard (W)	Meeting National Quality Standard (M)	Exceeding National Quality Standard (E)	Met or Not met
3.1.1	The service is working towards ensuring outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose. This does not pose an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service.	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.	All outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources provide a stimulating learning and care environment for children.	Met
3.1.2	Premises, equipment and furniture are safe, clean and in good repair.	Premises, furniture and equipment are safe, clean and well maintained.	All premises, furniture and equipment are safe, clean and well maintained and enhance the learning environment for children.	Met
3.1.3	Facilities are designed or adapted to allow access and participation by children.	Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space.	Facilities are designed or adapted to ensure active participation by every child in the service and promote flexible use and interaction between indoor and outdoor space at all times.	Met

Standard National Law (s) and National Regulations (r)

3.1	r103 Premises, furniture and equipment to be safe, clean and in good repair r104 Fencing r106 Laundry and hygiene facilities r107 Space requirements—indoor r108 Space requirements—outdoor space r109 Toilet and hygiene facilities r110 Ventilation and natural light r111 Administrative space r112 Nappy change facilities r114 Outdoor space—shade r115 Premises designed to facilitate supervision r116 Assessments of family day care residences and approved family day care venues r117 Glass (additional requirement for family day care) General transitional and saving provisions r248 Centre-based service offering a preschool program in a composite class in a school r249 Declared approved services (other than declared approved family day care services) r250 Declared approved family day care services r251 Declared out of scope services
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Element	Evidence
	<p>All outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources provide a stimulating learning and care environment for children.</p> <ul style="list-style-type: none"> All of the equipment seen being used by the children was seen as being appropriate for the children to use. This was evident in both the indoor and outdoor areas of the service. Both natural and built shade structures were used in the outdoor environment which meant that there was adequate shade in the outdoor areas being used by children. The service was able to use several areas for programmed activities for children. This included the school gym, the oval, a playground area located directly outside the main areas used by the service, several rooms located off the gym and a designated room used solely by the service.

	<p>The structure of the environments in these areas for children enabled children to work independently, in small or large groups.</p> <ul style="list-style-type: none"> • The service had access to a kitchen area which is used to prepare food. There was a designated area for children to store their belongings, educators had a designated office area to use and this area could also be used for confidential discussions. The bathrooms were located nearby with hand washing facilities for children to use. • The service had ensured that designated quiet areas were located in the outdoor area, gym and the OSHC room. Children were seen using these areas and appeared to comfortably rest in these areas. <p>All premises, furniture and equipment are safe, clean and well maintained and enhance the learning environment for children.</p> <ul style="list-style-type: none"> • The Director indicated that the service regularly cleans its resources with a documented schedule located in the kitchen area. The school's contract cleaning staff clean the indoor areas used by the service. Educators were also seen cleaning and tidying the environment throughout the day with the assistance of the children. • Safety checks are regularly conducted of both the indoor and outdoor environments. Any maintenance issues are logged with the school and when appropriate fixed by the school maintenance person. • Furniture and equipment was arranged in a safe manner for children to use and educators were heard discussing with children the safe way to use equipment throughout the day. When a child was seen sitting on the top of the lounge an educator was heard discussing with the child the safe way it should be used and giving the child a choice of alternative equipment that she could use to climb on. • Experiences were set up in shaded areas outdoors as previously mentioned. <p>Facilities are designed or adapted to ensure active participation by every child in the service and promote flexible use and interaction between indoor and outdoor space at all times.</p> <ul style="list-style-type: none"> • Due to the range of areas available for the children, there were dedicated quiet and noisier areas for children to use throughout the service. • There was a vast range of experiences set up for children and educators were seen encouraging children to engage in the experiences offered. Resources available for children catered for children with different abilities. An example of this was an art experiences offered for children. Children were able to use a range of materials and supports were in place for those who needed support in using equipment such as the sticky tape dispenser or scissors. • On several occasions children were seen creating their own games and experiences. Children instigated a game of hide and seek outside, they were seen engaging in role play in the sandpit and accessing construction materials located on open shelving to use. • Children were able to move freely throughout all the environments offered in the service's program. This included indoors and outdoors.
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Quality Improvement Plan notes (optional)

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3.1	The design and location of the premises is appropriate for the operation of a service.	Exceeding NQS
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Quality Area 3: Physical environment

Standard 3.2 The environment is inclusive, promotes competence, independent exploration and learning through play.

Element	Working Towards National Quality Standard (W)	Meeting National Quality Standard (M)	Exceeding National Quality Standard (E)	Met or Not met
3.2.1	The configuration of outdoor and indoor spaces provides children with some opportunities to engage in activities.	Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.	Outdoor and indoor spaces are designed and effectively organised to engage every child in quality experiences involving the built and natural environments. The spaces provide the flexibility to respond to children's individual needs, development, self-initiated play and exploration.	Met
3.2.2	Resources, materials and equipment are developmentally appropriate, sufficient in number and available to children.	Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the program and allow for multiple uses.	Resources, materials and equipment are sufficient in number, organised in ways that extend every child's participation in the program and are consistently used in numerous ways.	Met

Standard National Law (s) and National Regulations (r)

3.2	r105 Furniture, materials and equipment r113 Outdoor space—natural environment
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Element	Evidence
	<p>Outdoor and indoor spaces are designed and effectively organised to engage every child in quality experiences involving the built and natural environments. The spaces provide the flexibility to respond to children's individual needs, development, self-initiated play and exploration.</p> <ul style="list-style-type: none"> There were both built and natural features in both the indoor and outdoor environments. Plants, bark, sand and wooden structures were located in the outdoor area. There were also large established trees that children were seen sitting under throughout the day with seating placed under these for children to use. The service had also sourced grants to establish a garden which children were involved in helping to maintain. Indoors natural materials were placed throughout the environment for children to use. This included natural materials for collage and indoor plants placed around the service's main room. Recently the children had been involved in putting together a fairy garden at the service. Children were able to function autonomously, they could access their belongings when needed, could go to the bathroom independently, were able to access drinks as needed and could freely move throughout the service's environments accessing resources as needed. As previously mentioned there were designated spaces for children to engage in quiet experiences and the service had recently put together an eating area for children to use at lunch time. Provisions were seen being made for turn taking. A popular computer game had a white board on the wall alongside it and children wrote their names on it to ensure that all children had a turn on this game. An educator was seen helping to facilitate a game of handball where a system was organised to ensure all children could participate in this game as there was only spaces for four children at a time to participate. There was a range of culturally diverse materials for children to use. This included an incursion that was arranged for the children which looked at the different types of puppets used throughout the world and involved children being able to make their own puppets if they

	<p>wished.</p> <p>Resources, materials and equipment are sufficient in number, organised in ways that extend every child's participation in the program and are consistently used in numerous ways.</p> <ul style="list-style-type: none"> • Spaces were regularly rearranged throughout the day for children to use. This also included additional areas being offered for children to use throughout the day for example, the oval area was used in the afternoon for group games and for children to play ball games on as well as access an additional playground located near the oval. • Children were able to use equipment in ways that reflected their abilities and their home lives. A range of cooking equipment was provided for children to use in the sandpit and children were seen engaging in role play that reflected their home lives. Construction materials available in the gym for children to use was seen being used in a variety of ways depending on the abilities of the children using them. • Experiences were arranged in such a way as to allow clear pathways for children and educators to use within the environment. Clear spaces were also provided for children to use in free play. • Children were able to engage in experiences that allowed them to take risks and challenged them. An example of this was when a group of children were engaged in building on a mat area of the gym. They were seen adding additional items to their building, balancing pipes on top of each other. Children were also given opportunities to make puppets, having to follow step by step processes with assistance from educators.
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Quality Improvement Plan notes (optional)

3.2	The environment is inclusive, promotes competence, independent exploration and learning through play.	Exceeding NQS
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Quality Area 3: Physical environment

Standard 3.3 The service takes an active role in caring for its environment and contributes to a sustainable future.

Element	Working Towards National Quality Standard (W)	Meeting National Quality Standard (M)	Exceeding National Quality Standard (E)	Met or Not met
3.3.1	Some consideration is given to sustainable practices in service operations.	Sustainable practices are embedded in service operations.	Sustainable practices are embedded in service operations and consistently promoted in the everyday program.	Met
3.3.2	Some information is provided to children about environmental responsibility.	Children are supported to become environmentally responsible and show respect for the environment.	Children are actively involved in being environmentally responsible and supported to continue this involvement within the program and in the broader community.	Met

Standard National Law (s) and National Regulations (r)

3.3 N/A

Element	Evidence
	<p>Sustainable practices are embedded in service operations and consistently promoted in the everyday program.</p> <ul style="list-style-type: none"> Sustainable practices are used within the service. This included children and educators sorting rubbish into different bins located within the room such as paper and plastic waste bins, using recycled materials for construction and art experiences, emailing information to families and collecting food scraps to compost. Children were encouraged to participate in planned experiences which promoted sustainability. This included helping to establish and maintain a vegetable garden set up by the service. Educators were heard talking to children about what recycling was and how children were able to recycle a range of different materials such as clothes, plastic and even toys. Information about sustainable practices was displayed within the room. <p>Children are supported to become environmentally responsible and show respect for the environment.</p> <ul style="list-style-type: none"> Planned experiences are used to build children's awareness of caring for the environment. The service is involved in going to the beach each year as part of 'Clean up Australia Day'. Children collect and dispose of rubbish from the beach located nearby. As mentioned previously children are involved in growing vegetables in a garden which was set up by the service. This produce is used in cooking. Recently the service has attended a walk with a focus on concentrating on marine biology and the effects of humans on marine life.

Quality Improvement Plan notes (optional)

3.3	The service takes an active role in caring for its environment and contributes to a sustainable future.	Meeting NQS
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Quality Area 4: Staffing arrangements

Standard 4.1 Staffing arrangements enhance children's learning and development and ensure their safety and wellbeing.

Element	Working Towards National Quality Standard (W)	Meeting National Quality Standard (M)	Exceeding National Quality Standard (E)	Met or Not met
4.1.1	The service is working towards ensuring educator-to-child ratios and qualification requirements are maintained at all times. This does not pose an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service.	Educator-to-child ratios and qualification requirements are maintained at all times.	Educator-to-child ratios and qualification requirements are maintained at all times, and the organisation of educators contributes to a high quality learning and care environment for children.	Met

Standard	National Law (s) and National Regulations (r)	
4.1	<p>s161 Offence to operate education and care service without nominated supervisor</p> <p>s162 Offence to operate education and care service unless responsible person is present</p> <p>s163 Offence relating to appointment or engagement of family day care co-ordinators</p> <p>s164 Offence relating to assistance to family day care educators</p> <p>s169 Offence relating to staffing arrangements</p> <p>r119 Family day care educator and family day care educator assistant to be at least 18 years old</p> <p>r120 Educators who are under 18 to be supervised</p> <p>r122 Educators must be working directly with children to be included in ratios</p> <p>r123 Educator to child ratios – centre-based services</p> <p>r124 Number of children who can be educated and cared for – family day care educator</p> <p>r126 Centre-based services – general educator qualifications</p> <p>r127 Family day care educator qualifications</p> <p>r128 Family day care co-ordinator qualifications</p> <p>r130 Requirement for early childhood teacher – centre-based services – fewer than 25 approved places</p> <p>r131 Requirement for early childhood teacher – centre-based services – 25 or more approved places but fewer than 25 children</p> <p>r132 Requirement for early childhood teacher – centre-based services – 25 to 59 children</p> <p>r133 Requirement for early childhood teacher – centre-based services – 60 to 80 children</p> <p>r134 Requirement for early childhood teacher – centre-based services – more than 80 children</p> <p>r136 First aid qualifications</p> <p>r144 Family day care educator assistant</p> <p>r145 Staff record</p> <p>r146 Nominated supervisor</p> <p>r147 Staff members</p> <p>r149 Volunteers and students</p> <p>r150 Responsible person</p> <p>r151 Record of access to early childhood teachers</p> <p>r153 Register of family day care educators</p> <p>r154 Record of staff, family day care co-ordinators and family day care educator assistants</p> <p>General transitional and saving provisions</p> <p>r239 Centre-based service offering a preschool program in a composite class in a school</p> <p>r240 Qualifications for educators - centre-based service</p> <p>r241 Persons taken to hold an approved early childhood teaching qualification</p> <p>r242 Persons taken to be early childhood teachers</p> <p>r243 Persons taken to hold an approved diploma level education and care qualification</p> <p>r244 Persons taken to hold an approved certificate III level education and care qualification</p> <p>r245 Person taken to hold approved first aid qualification</p> <p>r246 Anaphylaxis training</p> <p>r247 Asthma management training</p>	

Element	Evidence
	<p>Educator-to-child ratios and qualification requirements are maintained at all times.</p> <ul style="list-style-type: none"> The number and qualifications of staff met the requirements needed and were maintained throughout the day.

	<ul style="list-style-type: none"> • Additional time was allowed at the commencement of each educator's shift for conversations and discussions, and handover of information to occur providing educators with additional knowledge of the program and children. Discussions with the Director indicated that this also occurs in Before and After School Care and is a valued part of all contributing and sharing relevant knowledge and information • The service has a pool of relief educators which they utilise when required. • The organisation of educators allowed for children to move freely throughout the environment however it was noted that on two occasions the numbers of children outside exceeded the educator to child ratio. Whilst the number of educators was above ratio, they were not deployed at times to ensure the child to educator ratios in all areas of the service were met.
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Quality Improvement Plan notes (optional)	

4.1	Staffing arrangements enhance children's learning and development and ensure their safety and wellbeing.	Meeting NQS
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Quality Area 4: Staffing arrangements

Standard 4.2 Educators, co-ordinators and staff members are respectful and ethical.

Element	Working Towards National Quality Standard (W)	Meeting National Quality Standard (M)	Exceeding National Quality Standard (E)	Met or Not met
4.2.1	Professional standards are sometimes evident.	Professional standards guide practice, interactions and relationships.	Professional standards are embedded in practice, interactions and relationships and this promotes positive relationships, and a safe and predictable environment both for children and adults.	Met
4.2.2	Educators and staff generally work collaboratively.	Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships.	Educators and staff consistently demonstrate a high level of collaboration. They affirm, challenge, support and learn from each other to continually improve skills to enhance practice and relationships.	Met
4.2.3	Interactions convey recognition of each other's strengths and skills.	Interactions convey mutual respect, equity and recognition of each other's strengths and skills.	Interactions consistently demonstrate mutual respect, equity and recognition of each other's strengths and skills, promoting a positive atmosphere within the service.	Met

Standard National Law (s) and National Regulations (r)

4.2 N/A

Element	Evidence
	<p>Professional standards guide practice, interactions and relationships.</p> <ul style="list-style-type: none"> The Early Childhood Australia Code of Ethics was seen displayed within the service and through observations, this was seen guiding practice through educator interactions with each other. Educators had access to guiding documents such as the service's policies and procedures, the National Quality Framework Guides and the MTOP. Educators are made aware of where these documents are located on induction to the service. The National Quality Standards are discussed as a regular agenda item at staff meetings which are held on a fortnightly basis. <p>Educators and staff consistently demonstrate a high level of collaboration. They affirm, challenge, support and learn from each other to continually improve skills to enhance practice and relationships.</p> <ul style="list-style-type: none"> All educators were seen sharing tasks and responsibilities throughout the day. They offered assistance to each other as needed. They were seen discussing the routines throughout the day and what actions each member of the educator team was going to complete. Educators were seen relaying individual child information to each other especially in regards to behaviours demonstrated from children. They discussed what had previously been communicated to children and talked with each other about behaviour guidance strategies being implemented. Educators' strengths were acknowledged by other educators and the Director. The Director stated that educators were asked to run certain elements of the programs based on the strengths they brought to the role of educator. An example of this was an educator who is also a physical education teacher being asked to play ball games and facilitate running games with the children on the oval during the afternoon. Educators supported one another and were provided with opportunities to mentor each other. The Educational Leader has recently stepped down from this position and another Educational

	<p>Leader is in the process of taking on this role. As part of her induction to this role the previous Educational Leader has been asked to spend time mentoring the new educator showing her how the service currently programs for children.</p> <ul style="list-style-type: none"> Professional Development opportunities are accessed by the service through the school and through external training organisations. Any training attended by educators is shared as part of staff meetings agenda items. <p>Interactions consistently demonstrate mutual respect, equity and recognition of each other's strengths and skills, promoting a positive atmosphere within the service.</p> <ul style="list-style-type: none"> Upon speaking to educators it was clear through educator comments that they felt like part of a team environment. Some of the educator comments to the assessors were 'We worked hard over the last year to build a great team' and 'I feel we click as a team.' As previously mentioned above supports are put in place for new team members. There is also an induction process (with checklist) for new staff and guiding documents are also given to new educators before commencing employment. There are documented grievance procedures for staff and they are made aware of these on induction. As mentioned previously educators were engaged in many conversations throughout the day in regards to how the program was running and individual children's needs.
Quality Improvement Plan notes (optional)	
4.2	Educators, co-ordinators and staff members are respectful and ethical.
Exceeding NQS	

Quality Area 5: Relationships with children

Standard 5.1 Respectful and equitable relationships are developed and maintained with each child.

Element	Working Towards National Quality Standard (W)	Meeting National Quality Standard (M)	Exceeding National Quality Standard (E)	Met or Not met
5.1.1	Interactions with children are usually warm, respectful and sometimes responsive and build trust.	Interactions with each child are warm, responsive and build trusting relationships.	Interactions with each child are consistently warm, responsive and build trusting relationships that promote children's sense of security and belonging.	Met
5.1.2	Children are usually able to engage with educators in meaningful and open interactions.	Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.	Every child is consistently encouraged and supported to engage with educators in meaningful, open interactions that enhance the acquisition of skills for life and learning.	Met
5.1.3	Children are usually helped to feel secure, confident and included.	Each child is supported to feel secure, confident and included.	Each child is consistently included and involved in the program and displays confidence and security.	Met

Standard National Law (s) and National Regulations (r)

5.1 N/A

Element	Evidence
	<p>Interactions with each child are consistently warm, responsive and build trusting relationships that promote children's sense of security and belonging.</p> <ul style="list-style-type: none"> The amount of educators and the way in which experiences were set out ensured educators were able to engage in small group experiences and were able to interact with all the children at the service. Educators were seen engaging in one on one conversation with children and with small groups of children throughout the day. Experiences were arranged in such a way as to ensure that educators were able to engage in meaningful conversations. An educator was stationed at the art table for the morning. She sat and talked with children about what they were making and had general conversations with the children. Another educator played a game of hide and seek with children and was observed having 'food' from many sandpit kitchen activities. Educators were seen consistently responding to children in a positive manner. When a child was reluctant to engage in an experience when she arrived, an educator sat with her talking to her about what was making her feel sad and discussing solutions to help her feel happy. Conversations between educators and children highlighted educator's knowledge of individual children and families. Educators were heard discussing children's siblings, recent events in children's home lives and comments on the clothing children were wearing in a positive manner such as 'I really like the colours on your pants, where did you get them, have you been clothes shopping?' <p>Every child is consistently encouraged and supported to engage with educators in meaningful, open interactions that enhance the acquisition of skills for life and learning.</p> <ul style="list-style-type: none"> Educators were using children's cues as a guide to the level and type of interactions they were using with the children. When a child pulled a road track construction off the shelf, the educators asked the child what he was going to build. The child responded that he was unsure and then asked the educator if she knew what he could make. The educator then sat down on the floor next to the child and discussed possible ways that he could use the track, listening to his responses and then supporting him to build the track.

	<ul style="list-style-type: none"> • Educators used the service routines to support children's learning. Group times were seen as opportunities to extend children's learning. The Director spoke to children about a sign they had made at the service that highlighted that everyone needed to respect each other. She then asked the children to explain what respect was and how this could be achieved at the service, supporting children to answer her and acknowledging each child's comments. • Children were seen asking for assistance in new tasks. A child was seen being supported by an educator to attempt to climb up the playground equipment. The educator stood next to the child talking to her about where to place her feet. • Educators responded positively to children requests for assistance. They spoke with children about what they were engaged in and extended children's thinking. This was evident when children were making puppets. Educators were seen helping children to source materials and discussing the techniques children may have wanted to use to make the puppets. <p>Each child is consistently included and involved in the program and displays confidence and security.</p> <ul style="list-style-type: none"> • Educators were seen supporting children who were showing signs of distress. When a child indicated that she was scared of the puppets, educators supported her by positioning themselves near the child and talking with the child. • Educators were heard acknowledging the achievements of children. An educator was heard asking children to show her the puppets they had made and she then commented on the colours used on the puppets and how the puppets moved. • Children actively sought out educators for assistance. Children were heard asking for help and requesting educators to engage in play with them. • Strategies were seen being used to support children to settle in. There was a group of children whose first time it was to the service, an educator was appointed to show them around the service and they were introduced to the other educators and children. She also encouraged the new children to ask questions.
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Quality Improvement Plan notes (optional)	

5.1	Respectful and equitable relationships are developed and maintained with each child.	Exceeding NQS
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Quality Area 5: Relationships with children

Standard 5.2 Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.				
Element	Working Towards National Quality Standard (W)	Meeting National Quality Standard (M)	Exceeding National Quality Standard (E)	Met or Not met
5.2.1	Children are supported to work with others.	Each child is supported to work with, learn from and help others through collaborative learning opportunities.	Collaborative learning opportunities are effectively facilitated and every child is consistently supported to work with, learn from and help others.*	Met
5.2.2	Children are usually supported to manage their own behaviour and respond to others.	Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.	Each child is consistently encouraged and supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.	Met
5.2.3	The service is working towards ensuring the dignity and rights of every child are maintained at all times. This does not pose an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service.	The dignity and rights of every child are maintained at all times.	The dignity and rights of every child are consistently supported and promoted at all times.	Met

Standard	National Law (s) and National Regulations (r)	
5.2	s166	Offence to use inappropriate discipline
	r155	Interactions with children
	r156	Relationships in groups

Element	Evidence
	<p>Collaborative learning opportunities are effectively facilitated and every child is consistently supported to work with, learn from and help others.</p> <ul style="list-style-type: none"> Children were seen engaging in group play throughout the day. This included games on the oval, ball games such as handball, experiences set up on small table so children were able to interact and share materials with each other, role play experiences such as cooking in the sandpit, loom weaving and building together using small construction pieces. Educators played an active role in facilitating group play. As previously mentioned, educators joined in play ensuring that children were sharing and were able to participate. When an educator joined in hide and seek, he was seen helping younger children to find hiding places. An educator stood by the video game to ensure that children took turns in playing the game. Opportunities were created for peer scaffolding. The service has a child of the week. This is a child that has displayed positive behaviours during the week and has helped and shared with others. Educators were also seen acknowledging children's efforts to work collaboratively with other children. When an older sibling had let her brother hold a toy from home, the educator acknowledged this by saying to the younger child 'That is so special that x was able to share this with you'. <p>Each child is consistently encouraged and supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.</p>

	<ul style="list-style-type: none"> The service has a poster displayed outlining a shared agreement between the educators and children about the behaviours that are to be displayed at the service. This poster was used as part of a group time facilitated by the Director to remind children of behaviour expectations whilst attending the service. As previously mentioned children were asked to describe what these behaviours meant and give examples of how to identify when these were being used. Educators were heard discussing feelings with children throughout the day and explicit teaching about feelings was seen through the puppet show performance held at the service as an incursion. Educators spoke to children about the actions of their behaviours and supported children to source alternative solutions to unsafe or negative behaviour. When a child was sitting on the top of the lounge, the educator was heard saying to the child 'Do you like gymnastics? I can see you do by the way you like to climb all over things. How about we find an alternative place to climb which will be safer for you to use?' Educators were heard supporting children to resolve disagreements. When a group of girls became distressed over the way each of them was speaking to the others, an educator came over and talked with the children about how they were feeling and what solutions they were able to use to resolve this. <p>The dignity and rights of every child are consistently supported and promoted at all times.</p> <ul style="list-style-type: none"> Educators were seen monitoring children's play and stepping in when children were experiencing frustration. When a child appeared distressed over 'getting out' in handball, the educator responded by going over to the child and talking to him quietly about the rules of the game and asking him ways he may be able to practice the game. All educators were seen responding calmly and positively to children throughout the day. They talked with children at their eye level and listened to children as they were spoken to. Children's opinions were listened to and educators gave children choice in the decisions being made throughout the day. The arrangement of the environment and the range of experiences provided for children ensured that children did not have to wait for extended periods of time and children always had alternative experiences to engage in if they were waiting to participate in an experience.
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Quality Improvement Plan notes (optional)	
*Examples of an effective grouping could be one that does not exceed 3 times the ratio pertaining to the relevant age group or a grouping that achieves the outcomes sought through limiting the group size.	

5.2	Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.	Exceeding NQS
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Quality Area 6: Collaborative partnerships with families and communities

Standard 6.1 Respectful supportive relationships with families are developed and maintained.

Element	Working Towards National Quality Standard (W)	Meeting National Quality Standard (M)	Exceeding National Quality Standard (E)	Met or Not met
6.1.1	An enrolment and orientation process is available to families.	There is an effective enrolment and orientation process for families.	There is an effective enrolment and orientation process based on active communication, consultation and collaboration with families that supports all families.	Met
6.1.2	Families have some opportunities to be involved in service decisions.	Families have opportunities to be involved in the service and contribute to service decisions.	Families are offered a range of opportunities to be actively involved and are encouraged to significantly contribute to service decisions.	Met
6.1.3	Some information about the service is available.	Current information about the service is available to families.	Comprehensive and current information about the service is provided to families in an accessible format.	Met

Standard National Law (s) and National Regulations (r)

6.1 r157 Access for parents

Element	Evidence
	<p>There is an effective enrolment and orientation process for families.</p> <ul style="list-style-type: none"> Families are encouraged to visit the service before starting if at all possible. They are given information about the service and enrolment forms which are used to collect information about the family and child before commencing care. An educator is assigned to new children to help with the settling in process for the child. Children were observed being given a tour of the service on their first day and given the opportunity to ask questions to the educator. The educator assigned to the child when they commence reports back to the Director as to how the child is settling in and this information is relayed back to the family by the Director. Feedback has been sought through informal conversations about the enrolment process. <p>Families are offered a range of opportunities to be actively involved and are encouraged to significantly contribute to service decisions.</p> <ul style="list-style-type: none"> A variety of strategies are used to involve families in service decisions. The service has a Parent Advisory Group which meets regularly throughout the year. This group is made up of families using the service, staff from the service and representatives from the school. These meetings are used to discuss the service's policies, the Quality Improvement Plan (QIP) and other decisions about the service. A report from these meetings is distributed to the school board. The service had a book located by the sign in sheets for children which parents were able to write comments in. The Director stated that families are given yearly parent surveys which are used to improve the programs being offered for children at the service. Children have individual learning portfolios that families are able to access. The Director indicated that families are able to place comments in these portfolios and this information is used in future planning. Educators were seen engaging in conversations with families about their children on arrival and when picking up children from the service. They were heard discussing the individual needs of

	<p>children, the program and addressing families' queries.</p> <p>Comprehensive and current information about the service is provided to families in an accessible format.</p> <ul style="list-style-type: none"> • As previously mentioned, the service has a 'What we did today' book placed on the sign in desk for families to see. This contained photographs of children throughout the day along with educator observations of the day. • Throughout the service there were photographs of children participating in the program for families to sight along with art work that had been completed at the service. Simple written information was also displayed for families to read. • The service has a website that families are able to access. Information about the website was placed on the parent notice board for families. • The service has an up to date parent handbook which contains information about the service's programs, policies and other relevant information. • Newsletters are regularly emailed to families with information about the service's programs.
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Quality Improvement Plan notes (optional)	

6.1	Respectful supportive relationships with families are developed and maintained.	Exceeding NQS
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Quality Area 6: Collaborative partnerships with families and communities

Standard 6.2 Families are supported in their parenting role and their values and beliefs about child rearing are respected.

Element	Working Towards National Quality Standard (W)	Meeting National Quality Standard (M)	Exceeding National Quality Standard (E)	Met or Not met
6.2.1	The expertise of families is acknowledged.	The expertise of families is recognised and they share in decision-making about their child's learning and wellbeing.	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.	Met
6.2.2	Some information about community services is available to families.	Current information is available to families about community services and resources to support parenting and family wellbeing.	Current information about community services and resources is provided in a variety of accessible forms to all families to support parenting and family wellbeing.	Met

Standard National Law (s) and National Regulations (r)

6.2 N/A

Element	Evidence
	<p>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.</p> <ul style="list-style-type: none"> Daily information about children was heard being exchanged with families. Educators were heard discussing experiences individual children had been involved in, the needs of children throughout the day and about families home lives with them. Families were informed promptly of concerns educators had about children. When a child bumped her head the educators spoke to the Director who then rang the child's parent to inform them of what had happened. The Director spoke of another occasion when a child had broken their leg and an educator had accompanied the parent to the hospital with the child. The educator then stayed with the parent for a long period of time as a support to the parent. All families were seen being greeted by educators throughout the day. Families are able to communicate with the service via the internet, telephone and through the use of surveys and suggestion books for families. <ul style="list-style-type: none"> Current information is available to families about community services and resources to support parenting and family wellbeing. Clear displays were sighted of relevant community services families could access at the service. Photographs, addresses and information about these services were placed on the wall for families to view near the sign in area for families. A range of information on community organisations was placed in the foyer area for families to access. There was also a folder with additional resources for families to use located at the service. The service has a strong relationship with the school and has often accessed community information from the school. All information sighted at the assessment and rating visit was up to date and relevant.

Quality Improvement Plan notes (optional)

Quality Area 6: Collaborative partnerships with families and communities

Standard 6.3 The service collaborates with other organisations and service providers to enhance children's learning and wellbeing.

Element	Working Towards National Quality Standard (W)	Meeting National Quality Standard (M)	Exceeding National Quality Standard (E)	Met or Not met
6.3.1	Some information from relevant community and support agencies is sourced.	Links with relevant community and support agencies are established and maintained.	Links with relevant community and support agencies are well established and maintained consistently.	Met
6.3.2	Learning and transitions for children are sometimes supported.	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.	Continuity of learning and transitions for each child are systematically promoted by sharing relevant information, clarifying responsibilities and building collaborative strategies with relevant stakeholders.	Met
6.3.3	There is some access to inclusion and support assistance.	Access to inclusion and support assistance is facilitated.	Inclusion and support assistance is consistently facilitated, ensuring each child is able to participate fully in the program.	Met
6.3.4	The service has some involvement in their local community.	The service builds relationships and engages with their local community.	The service establishes effective relationships and actively engages with their local community.	Met

Standard National Law (s) and National Regulations (r)

6.3 N/A

Element	Evidence
	<p>Links with relevant community and support agencies are established and maintained.</p> <ul style="list-style-type: none"> The service has close links with the school with the Director and Principal of the school meeting formally on a weekly basis along with informal conversations as needed. The service accesses information and support from organisations which included the Gowrie Training Centre, Network SA and Inclusive Directions. The service is aware of the referral processes for accessing support for individual children who attend the service from support organisations. <p>Continuity of learning and transitions for each child are systematically promoted by sharing relevant information, clarifying responsibilities and building collaborative strategies with relevant stakeholders.</p> <ul style="list-style-type: none"> Supports are in place for new children attending the service this was seen in practice on the day of the assessment and rating visit. Children who were new to the service were taken aside after the morning group time and given a tour of the service. The educator explained to the children how the service's programs worked and walked the children around the perimeter of the service so they were aware of where they were able to go. An educator is assigned to children who are new to the service. The Director explained that the role of the educator is to ensure they are aware of the child and to support them in settling into the service. Rostering of educators allows for a handover period of approximately 10 minutes so that messages can be relayed between educators about the program and children. The service has a policy on transport for children to excursions with guidelines set for educators and children to follow.

	<p>Inclusion and support assistance is consistently facilitated, ensuring each child is able to participate fully in the program.</p> <ul style="list-style-type: none"> • The service works with the inclusion support agency, Inclusive Directions, to support children with additional needs. • The Director stated that the service currently has three children attending the service with additional needs. All of these children do not use the school but are transported to the service via taxi. She described the supports that were in place for transporting the children which included the families' arranging the taxis to transport the children and an allocated educator meeting the taxi when the children arrived. • When asked how the service supported the inclusion of children with additional needs, the Director stated that an educator works with the child to assist them in engaging with other children. Educators are aware of the resources children are interested in and these are used in the service program by all children. An example of this is that one child with additional needs enjoys reading books. The educator supports other children in reading to the child and helping them to choose books the child is interested in. The outcomes of this way of supporting these children has been that through the support of educators, the children identified as having additional needs have been able to form friendships with the other children using the service. <p>The service establishes effective relationships and actively engages with their local community.</p> <ul style="list-style-type: none"> • The service has a display entitled 'Community Links'. This display incorporated photographs and information about different local areas that children could visit. The Director indicated that the service would often visit these local areas and information displayed was there to inform families of these local areas. • A sign had been placed on the pin up board near the sign in sheet asking families if they would like to promote their or other family members local businesses. The Director said that a family that owned a jumpy castle business often gave the service free use of his jumpy castle and in return she placed information about his business in the newsletter. • The service sources local places to take children on excursions. This includes the local cinema, a marine park located nearby and the local park. • The service often has local members of the community attend the service. This has included the fire service and the police. They have also had the community worker from Bunning's come to the service to discuss with the educators and children what to plant in the garden. • The service has contributed to the school outdoor environment by financially supporting the building of a substantial piece of climbing equipment.
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Quality Improvement Plan notes (optional)	

6.3	The service collaborates with other organisations and service providers to enhance children's learning and wellbeing.	Exceeding NQS
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Quality Area 7: Leadership and service management

Standard 7.1 Effective leadership promotes a positive organisational culture and builds a professional learning community.

Element	Working Towards National Quality Standard (W)	Meeting National Quality Standard (M)	Exceeding National Quality Standard (E)	Met or Not met
7.1.1	The service is working towards ensuring appropriate governance arrangements are in place to manage the service. This does not pose an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service.	Appropriate governance arrangements are in place to manage the service.	Well-established governance arrangements, which are regularly reviewed, contribute to the effective management of the service.	Met
7.1.2	Procedures for the induction of educators, co-ordinators and staff are in place.	The induction of educators, co-ordinators and staff members is comprehensive.	The induction of educators, co-ordinators and staff is comprehensive and contributes to sustained quality relationships and environments that facilitate children's learning and development.	Met
7.1.3	Some efforts are made to maintain continuity of educators and co-ordinators at the service.	Every effort is made to promote continuity of educators and co-ordinators at the service.	Effective processes are in place to consistently achieve continuity of educators and co-ordinators resulting in the establishment and maintenance of secure relationships with children.	Met
7.1.4	Provision is made to ensure a suitably qualified educator or co-ordinator leads the development of the curriculum.	Provision is made to ensure a suitably qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning.	A suitably qualified and experienced educator or co-ordinator consistently leads the effective development of the curriculum, and ensures the establishment of clear goals and high expectations for teaching and learning.	Met
7.1.5	N/A	Adults working with children and those engaged in management of the service or residing on the premises are fit and proper.	N/A	Met

Standard National Law (s) and National Regulations (r)

7.1	r118 Educational leader r148 Educational leader r163 Residents at family day care residence and family day care educator assistants to be fit and proper persons r181 Confidentiality of records kept by approved provider r182 Confidentiality of records kept by family day care educator r183 Storage of records and other documents r184 Storage of records after service approval transferred
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Element	Evidence
	<p>Well-established governance arrangements, which are regularly reviewed, contribute to the effective management of the service.</p> <ul style="list-style-type: none"> The service is located on a school site and is governed by the school's Governing Council. There is a Parent Advisory Committee which meets on a regular basis. This committee prepares information which is given to the Governing Council of the school to inform them of the service's operations and management.

- Alongside this the leadership team of the service meets on a fortnightly basis to discuss the programs, staffing and any other matters relevant to ensure the service operates effectively.
- The Principal of the school and Director of the OSHC meet regularly and these meetings are seen as opportunities for the Principal to relay information to the service and to provide feedback and support to the Director.
- Families are made aware of the service's governance structure through displays at the service, information given in the parent handbook and service's newsletters and through conversations had with the staff.

The induction of educators, co-ordinators and staff is comprehensive and contributes to sustained quality relationships and environments that facilitate children's learning and development.

- Educators were aware of the expectations of them by the service. This is communicated to staff on induction and through regularly fortnightly staff meetings where the program and practice of the service are discussed.
- Guiding documents were available for staff and staff were made aware of the policies and procedures of the service during the induction process.
- A comprehensive checklist is used to ensure that new educators are aware of key aspects of the service. This also includes a tour of the service and being individually introduced to the other educators.
- Educators in key roles are given a mentor when stepping into these roles. This was seen in practice due to the Educational Leader recently deciding to step down from her position. She has been asked by the Director to spend time with the educator taking over this role in order to give her an insight into how the service currently programs.
- All educators commented to the assessors about how they felt supported by the leadership team of the service.

Effective processes are in place to consistently achieve continuity of educators and co-ordinators resulting in the establishment and maintenance of secure relationships with children.

- The Director and several other staff members stated that they had worked hard to ensure the staff team 'was on the same page' in the last year. The Director stated that she has worked hard to ensure that she has a cohesive team. This was evident in how the educators interacted with each other and how they shared tasks throughout the day.
- Learning opportunities have been provided for educators in the past year through the use of external training.
- There is consistent rostering in the service especially in regards to the end and beginning of the day to ensure that there is always familiar educators present for families and children.
- Several members of the staff team are employed on a permanent basis. Many of the casual staff used by the service are currently completing their teaching degrees and it was also stated that some educator's attended work experience at the school. This has meant that children are often familiar with the casual educators when they begin employment at the service.

A suitably qualified and experienced educator or co-ordinator consistently leads the effective development of the curriculum, and ensures the establishment of clear goals and high expectations for teaching and learning.

- The Educational Leader and Director lead discussions around critical reflection at each fortnightly staff meeting. They involve all educators in these discussions and this is used to evaluate the fortnightly program that has been offered for the children.
- Through reflection on previous programming techniques, the Educational Leader has now devised formats that she indicated were clear for other educators and families to read and allowed for input from other educators in the programming cycle. All educators are involved in

	<p>‘jottings’ (observations) of children’s learning.</p> <ul style="list-style-type: none"> • The Educational Leader has recently attended training on MTOP framework which has been applied to the programs documented for children. • As previously mentioned, the Educational Leader has recently stepped down from this position but there is a clear process being implemented to ensure that the educator new to the position is being supported to understand and learn the role. <p>Adults working with children and those engaged in management of the service are fit and proper.</p> <ul style="list-style-type: none"> • Records of the required criminal history screening safety checks were present for all staff and were up to date and stored confidentially.
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Quality Improvement Plan notes (optional)	

7.1	Effective leadership promotes a positive organisational culture and builds a professional learning community.	Exceeding NQS
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Quality Area 7: Leadership and service management

Standard 7.2 There is a commitment to continuous improvement.

Element	Working Towards National Quality Standard (W)	Meeting National Quality Standard (M)	Exceeding National Quality Standard (E)	Met or Not met
7.2.1	A statement of philosophy is developed and sometimes guides the service's operations.	A statement of philosophy is developed and guides all aspects of the service's operations.	A statement of philosophy is regularly reviewed by educators and staff and is consistently evident in all aspects of the service's operations.	Met
7.2.2	The performance of educators, co-ordinators and staff members is sometimes evaluated.	The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement.	Regular evaluation of the performance of educators, co-ordinators and staff members leads to individual development plans that provide a focus for continuous performance improvement.	Met
7.2.3	Some self-assessment occurs and a quality improvement plan is in place.	An effective self-assessment and quality improvement process is in place.	All educators, co-ordinators, staff members, and where possible, families and children contribute to an effective self-assessment and quality improvement process that promotes ongoing service improvement.	Met

Standard National Law (s) and National Regulations (r)

7.2	r31	Condition on service approval - quality improvement plan
	r55	Quality improvement plans
	r56	Review and revisions of quality improvement plans

General transitional and saving provisions

r238	Quality improvement plans
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Element	Evidence
	<p>A statement of philosophy is regularly reviewed by educators and staff and is consistently evident in all aspects of the service's operations.</p> <ul style="list-style-type: none"> The philosophy statement was displayed alongside the service's documented programs for children. The philosophy statement was also seen in the parent handbook and used as part of the staff induction pack. The philosophy statement is revised annually by the service. Input on the revision is sought from families through surveys, through the Parent Advisory Committee and from the Governing Council and the school Principal. Families were emailed the philosophy statement to comment on when it was being reviewed. Staff were also part of the process of reviewing the philosophy. It was reviewed at a staff meeting and their feedback was taken into consideration. The philosophy statement was evident in the practices and programs of the service. Through interactions with the families and the documentation provided near the sign in and out sheet it was evident that a family focus was indeed a strength of the service.. Play was also an integral part of the program and observed through the experiences offered to children and how educators interacted with children in their play. Both of these were key elements of the philosophy statement. The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement. Staff complete an annual performance evaluation where they are asked to comment on their strengths, future goals,

	<p>aspects of the job they enjoy and least enjoy, job satisfaction and what opportunities they would like to access for professional development.</p> <ul style="list-style-type: none"> • Educators' evaluations are discussed in a confidential manner with the Director and this information is used in future planning for professional development. • Information collected in the performance appraisals of staff is stored in each staff members file in a locked filing cabinet in the office. • The Principal undertakes the performance appraisal of the Director. <p>All educators, co-ordinators, staff members, and where possible, families and children contribute to an effective self-assessment and quality improvement process that promotes ongoing service improvement.</p> <ul style="list-style-type: none"> • The service is continually reviewing their QIP and this is done at staff meetings and at the Parent Advisory Committee meetings. • Parent surveys are given to families on an annual basis to gather feedback about the service. Alongside the QIP there is also a book for families to comment on the QIP. • Children's feedback is gathered to inform the QIP. Some of the ways this was seen being gathered was through the use of an ideas tree where children were able to write their ideas for the program and the service on 'leaves' that were placed on the tree. Children were also asked to place their names under feelings faces to indicate how they felt about the service. • The Governing Council of the school is given opportunity to read and feedback about the QIP on an annual basis.
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Quality Improvement Plan notes (optional)

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7.2	There is a commitment to continuous improvement.	Exceeding NQS
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Quality Area 7: Leadership and service management

Standard 7.3 Administrative systems enable the effective management of a quality service.

Element	Working Towards National Quality Standard (W)	Meeting National Quality Standard (M)	Exceeding National Quality Standard (E)	Met or Not met
7.3.1	The service is working towards ensuring records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements. This does not pose an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service.	Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements.	Records and information are regularly reviewed, stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements.	Met
7.3.2	Administrative systems are in place to facilitate service operation.	Administrative systems are established and maintained to ensure the effective operation of the service.	Well-managed administrative systems ensure effective operation of the service and contribute to continuous service improvement.	Met
7.3.3	N/A	The Regulatory Authority is notified of any relevant changes to the operation of the service, of serious incidents and any complaints which allege a breach of legislation.	N/A	Met
7.3.4	Basic processes are in place to investigate and respond to grievances and complaints.	Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner.	Effective practice and consultation processes minimise escalation of grievances and complaints. Any grievances and complaints are actively addressed, investigated fairly, resolved and documented in a timely manner. Action taken by the service contributes to continuous improvement.	Met
7.3.5	Some service practices are based on documented policies and procedures that are available at the service.	Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.	Service practices are based on effectively documented policies and procedures that are readily available at the service and reviewed and evaluated regularly in partnership with educators, co-ordinators, staff members and families.	Met

Standard National Law (s) and National Regulations (r)

7.3	s172	Offence to fail to display prescribed information
	s173	Offence to fail to notify certain circumstances to Regulatory Authority
	s174	Offence to fail to notify certain information to Regulatory Authority
	s175	Offence relating to requirement to keep enrolment and other documents
	r158	Children's attendance record to be kept by approved provider
	r159	Children's attendance record to be kept by family day care educator
	r160	Child enrolment records to be kept by approved provider and family day care educator
	r161	Authorisations to be kept in enrolment record
	r162	Health information to be kept in enrolment record
	r165	Record of visitors
	r166	Children not to be alone with visitors
	r167	Record of service's compliance
	r168	Education and care service must have policies and procedures

r169	Additional policies and procedures – family day care service
r170	Policies and procedures to be followed
r171	Policies and procedures to be kept available
r172	Notification of change to policies or procedures
r173	Prescribed information to be displayed
r177	Prescribed enrolment and other documents to be kept by approved provider
r178	Prescribed enrolment and other documents to be kept by family day care educator
r180	Evidence of prescribed insurance
r181	Confidentiality of records kept by approved provider
r182	Confidentiality of records kept by family day care educator
r183	Storage of records and other documents
r185	Law and regulations to be available

Element	Evidence
	<p>Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements.</p> <ul style="list-style-type: none"> Children's and staff records are located in the service's office in a lockable filing cabinet. All archiving of files are done through the school. 'Centrecal' is used by the service to input children's data and booking into. This system is password protected. Children's records are updated as needed by the Director or the Assistant Director. <p>Administrative systems are established and maintained to ensure the effective operation of the service.</p> <ul style="list-style-type: none"> The Director with the assistance of the Assistant Director is responsible for the administrative tasks performed at the service. The school's Business Manager is responsible for the financial administration required at the service. She meets regularly with the Director. Recently she has begun to use the software program 'Mind Your Own Business' to support the service's financial management. The Director is responsible for the rostering and human resources management of the service. <p>The Regulatory Authority is notified of any relevant changes to the operation of the service, of serious incidents and any complaints which allege a breach of legislation.</p> <ul style="list-style-type: none"> The service is aware of their obligations to inform the regulatory authority of any changes to the service or any serious incidents that may occur at the service. <p>Effective practice and consultation processes minimise escalation of grievances and complaints. Any grievances and complaints are actively addressed, investigated fairly, resolved and documented in a timely manner. Action taken by the service contributes to continuous improvement.</p> <ul style="list-style-type: none"> The grievance procedure is outlined in the handbook for families. This procedure has recently been reviewed and was ratified by the Governing Council of the school. There are clear procedures for grievances between parents, between parents and staff, staff and staff, staff and the Parent Advisory Committee and parents and the Parent Advisory Committee. The Director said that grievances were not common at the service however if a parent has a grievance, this is recorded and families are consulted on the outcome of their grievance. Grievances are dealt with in a timely manner. <p>Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.</p> <ul style="list-style-type: none"> Policies and procedures are available for staff and families to sight. Policies and procedures are regularly reviewed and opportunities are given for staff and families to feedback when they are reviewed.

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| | <ul style="list-style-type: none"> The service practices were consistent with the service policies and procedures. |
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Quality Improvement Plan notes (optional)	

7.3

Administrative systems enable the effective management of a quality service.

Meeting NQS

Quality area rating summary table

Quality Area 1

QA1 Educational program and practice		
1.1	An approved learning framework informs the development of a curriculum that enhances each child's learning and development.	
	Element	Met or Not met
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.	Met
1.1.2	Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.	Met
1.1.3	The program, including routines, is organised in ways that maximise opportunities for each child's learning.	Met
1.1.4	The documentation about each child's program and progress is available to families.	Met
1.1.5	Every child is supported to participate in the program.	Met
1.1.6	Each child's agency is promoted, enabling them to make choices and decisions and influence events and their world.	Met
	1.1	Exceeding NQS
1.2	Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.	
	Element	Met or Not met
1.2.1	Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.	Met
1.2.2	Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.	Met
1.2.3	Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.	Met
	1.2	Exceeding NQS
Quality Area 1 rating		Exceeding NQS

Quality Area 2

QA2	Children's health and safety	
2.1	Each child's health is promoted	
	Element	Met or Not met
2.1.1	Each child's health needs are supported.	Met
2.1.2	Each child's comfort is provided for and there are appropriate opportunities to meet each child's need for sleep, rest and relaxation.	Met
2.1.3	Effective hygiene practices are promoted and implemented.	Met
2.1.4	Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines.	Met
	2.1	Meeting NQS
2.2	Healthy eating and physical activity are embedded in the program for children.	
	Element	Met or Not met
2.2.1	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.	Met
2.2.2	Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.	Met
	2.2	Meeting NQS
2.3	Each child is protected.	
	Element	Met or Not met
2.3.1	Children are adequately supervised at all times.	Met
2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.	Met
2.3.3	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.	Met
2.3.4	Educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect.	Met
	2.3	Meeting NQS
	Quality Area 2 rating	Meeting NQS

Quality Area 3

QA3	Physical environment	
3.1	The design and location of the premises is appropriate for the operation of a service.	
	Element	Met or Not met
3.1.1	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.	Met
3.1.2	Premises, furniture and equipment are safe, clean and well maintained.	Met
3.1.3	Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space.	Met
	3.1	Exceeding NQS
3.2	The environment is inclusive, promotes competence, independent exploration and learning through play.	
	Element	Met or Not met
3.2.1	Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.	Met
3.2.2	Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the program and allow for multiple uses.	Met
	3.2	Exceeding NQS
3.3	The service takes an active role in caring for its environment and contributes to a sustainable future.	
	Element	Met or Not met
3.3.1	Sustainable practices are embedded in service operations.	Met
3.3.2	Children are supported to become environmentally responsible and show respect for the environment.	Met
	3.3	Meeting NQS
Quality Area 3 rating		Exceeding NQS

Quality Area 4

QA4		Staffing arrangements
4.1	Staffing arrangements enhance children's learning and development and ensure their safety and wellbeing.	
	Element	Met or Not met
4.1.1	Educator-to-child ratios and qualification requirements are maintained at all times.	Met
		4.1 Meeting NQS
4.2	Educators, co-ordinators and staff members are respectful and ethical.	
	Element	Met or Not met
4.2.1	Professional standards guide practice, interactions and relationships.	Met
4.2.2	Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships.	Met
4.2.3	Interactions convey mutual respect, equity and recognition of each other's strengths and skills.	Met
		4.2 Exceeding NQS
Quality Area 4 rating		Meeting NQS

Quality Area 5

QA5 Relationships with children		
5.1	Respectful and equitable relationships are developed and maintained with each child.	
	Element	Met or Not met
5.1.1	Interactions with each child are warm, responsive and build trusting relationships.	Met
5.1.2	Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.	Met
5.1.3	Each child is supported to feel secure, confident and included.	Met
	5.1	Exceeding NQS
5.2	Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.	
	Element	Met or Not met
5.2.1	Each child is supported to work with, learn from and help others through collaborative learning opportunities.	Met
5.2.2	Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.	Met
5.2.3	The dignity and rights of every child are maintained at all times.	Met
	5.2	Exceeding NQS
	Quality Area 5 rating	Exceeding NQS

Quality Area 6

QA6	Collaborative partnerships with families and communities	
6.1	Respectful supportive relationships with families are developed and maintained.	
	Element	Met or Not met
6.1.1	There is an effective enrolment and orientation process for families.	Met
6.1.2	Families have opportunities to be involved in the service and contribute to service decisions.	Met
6.1.3	Current information about the service is available to families.	Met
	6.1	Exceeding NQS
6.2	Families are supported in their parenting role and their values and beliefs about child rearing are respected.	
	Element	Met or Not met
6.2.1	The expertise of families is recognised and they share in decision making about their child's learning and wellbeing.	Met
6.2.2	Current information is available to families about community services and resources to support parenting and family wellbeing.	Met
	6.2	Meeting NQS
6.3	The service collaborates with other organisations and service providers to enhance children's learning and wellbeing.	
	Element	Met or Not met
6.3.1	Links with relevant community and support agencies are established and maintained.	Met
6.3.2	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.	Met
6.3.3	Access to inclusion and support assistance is facilitated.	Met
6.3.4	The service builds relationships and engages with their local community.	Met
	6.3	Exceeding NQS
Quality Area 6 rating		Exceeding NQS

Quality Area 7

QA7 Leadership and service management		
7.1	Effective leadership promotes a positive organisational culture and builds a professional learning community.	
	Element	Met or Not met
7.1.1	Appropriate governance arrangements are in place to manage the service.	Met
7.1.2	The induction of educators, co-ordinators and staff members is comprehensive.	Met
7.1.3	Every effort is made to promote continuity of educators and co-ordinators at the service.	Met
7.1.4	Provision is made to ensure a suitably qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning.	Met
7.1.5	Adults working with children and those engaged in management of the service or residing on the premises are fit and proper.	Met
	7.1	Exceeding NQS
7.2	There is a commitment to continuous improvement.	
	Element	Met or Not met
7.2.1	A statement of philosophy is developed and guides all aspects of the service's operations.	Met
7.2.2	The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement.	Met
7.2.3	An effective self-assessment and quality improvement process is in place.	Met
	7.2	Exceeding NQS
7.3	Administrative systems enable the effective management of a quality service.	
	Element	Met or Not met
7.3.1	Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements.	Met
7.3.2	Administrative systems are established and maintained to ensure the effective operation of the service.	Met
7.3.3	The Regulatory Authority is notified of any relevant changes to the operation of the service, of serious incidents and any complaints which allege a breach of legislation.	Met
7.3.4	Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner.	Met
7.3.5	Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.	Met
	7.3	Meeting NQS
Quality Area 7 rating		Exceeding NQS

Overall rating

Quality Area rating		
QA 1	Educational program and practice	Exceeding National Quality Standards
QA 2	Children's health and safety	Meeting National Quality Standards
QA 3	Physical environment	Exceeding National Quality Standards
QA 4	Staffing arrangements	Meeting National Quality Standards
QA 5	Relationships with children	Exceeding National Quality Standards
QA 6	Collaborative partnerships with families and communities	Exceeding National Quality Standards
QA 7	Leadership and service management	Exceeding National Quality Standards
Overall rating		Exceeding National Quality Standards

Summary comments

Since the previous rating and assessment of the service there has been a leadership change within the service which has led to many changes being implemented. Through conversations with the Director and educators at the service it was indicated that they feel the school plays a supportive role at the service.

It was evident through observations and conversations with educators; the service has been working to improve practice on a continual basis which has led to improved outcomes for children. The service continually reflects on the programs offered and how they are able to support both the children and families using the service.