

Rangeville State School P&C Association Outside School Hours Care



Updated November 2020

Quality Improvement Plan

National Quality Standard

The National Quality Standard and Quality Improvement

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

The Education and Care Services National Regulations 2017 (the National Regulations) require approved providers to prepare a Quality Improvement Plan (regulation 55) for each service that:

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

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

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

A Quality Improvement Plan must be reviewed and/or submitted to the regulatory authority on request. The National Regulations do not prescribe a format for a Quality Improvement Plan.

Approved providers also have an obligation (r56) to review and revise the Quality Improvement Plan at least annually, having regard to the National Quality Standard. A Quality Improvement Plan must be reviewed and/or submitted to the regulatory authority on request.

**About the ACECQA Quality Improvement Plan template**

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

This template provides quick links to helpful resources for each quality area in the [Guide to the National Framework](https://www.acecqa.gov.au/nqf/about/guide) and the [ACECQA website](https://www.acecqa.gov.au/).

**Exceeding NQS themes guidance**

The [Exceeding NQS](https://www.acecqa.gov.au/assessment/exceeding-nqs) sections provided for each standard should be completed when there is evidence of one or more Exceeding NQS themes demonstrated in the practice at the service.

When the QIP is submitted to the regulatory authority for assessment and rating, an authorised officer will consider the evidence documented and gathered at the assessment visit to determine if the Exceeding NQS themes are being met.

For further information on the three Exceeding themes, including what

authorised officers consider when reviewing whether evidence demonstrates a theme, see ACECQA’s [Exceeding the NQS](https://www.acecqa.gov.au/assessment/exceeding-nqs) webpage.

Service details

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| --- | --- | --- | --- | --- | --- |
| **Service name** | | | **Service approval number** | | |
| Rangeville State School P&C Association Outside School Hours Care | | | SE -00001030 | | |
| **Primary contacts at service** | | | | | |
| **Anne Kemp** | | |  | | |
| **Physical location of service** | | | **Physical location contact details** | | |
| Street | **32A High St** | | Telephone | **0746177388** | |
| Suburb | **Rangeville** | | Mobile | **0421647404** | |
| State/territory | **QLD** | | Fax |  | |
| Postcode | **4350** | | Email | **roshc@rangevilless.eq.edu.au** | |
| **Approved Provider** | | | **Nominated Supervisor** | | |
| Primary contact | **Stephen Jones** | | Name | **Anne Kemp** | |
| Telephone |  | | Telephone | **0746177388** | |
| Mobile | **0438736317** | | Mobile | **0421647404** | |
| Fax |  | | Fax |  | |
| Email | **rsspandc.president@gmail.com** | | Email | **roshc@rangeville.eq.edu.au** | |
| **Postal address (if different to physical location of service)** | | | | | |
| Street | |  | State/territory | |  |
| Suburb | |  | Postcode | |  |
| **Educational leader** | | | | | |
| Name | **Miranda Buckley** | | | | |
| Telephone | **0746177388** | | | | |
| Email | **roshc@rangevilless.eq.edu.au** | | | | |

Operating hours

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

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

Round times to the nearest quarter of an hour.

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

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

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Monday** | | **Tuesday** | | **Wednesday** | | | **Thursday** | | | **Friday** | |
| **Session** | **Open** | **Close** | **Open** | **Close** | **Open** | **Close** | **Open** | | **Close** | **Open** | | **Close** |
| **BSC** | 06:30 | 08:40 | 06:30 | 08:40 | 06:30 | 08:40 | 06:30 | | 08:40 | 06:30 | | 08:40 |
| **ASC** | 14:55 | 18:00 | 14:55 | 18:00 | 14:55 | 18:00 | 14:55 | | 18:00 | 14:55 | | 18:00 |
| **Vacation Care** | 06:30 | 18:00 | 06:30 | 18:00 | 06:30 | 18:00 | 06:30 | | 18:00 | 06:30 | | 18:00 |
| **Pupil Free Days** | 06:30 | 18:00 | 06:30 | 18:00 | 06:30 | 18:00 | 06:30 | | 18:00 | 06:30 | | 18:00 |

Additional information about your service

The following information will assist the regulatory authority to plan the assessment visit.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Provide additional information about your service—parking, school holiday dates, pupil-free days, etc.  School Terms   |  |  |  | | --- | --- | --- | | Term 1 | Tuesday 28 January–Friday 3 April | 10 weeks | | Term 2 | Monday 20 April–Friday 26 June | 10 weeks | | Term 3 | Monday 13 July–Friday 18 September | 10 weeks | | Term 4 | Tuesday 6 October–Friday 11 December | 10 weeks |   Pupil Free Days  23rd January 2020  24th January 2020  4th September 2020  10th December 2020  11th December 2020  Parking is available on High and South Streets surrounding the school. |
| How are the children grouped at your service?  Children are able to group themselves based on their social groups. Supervised environments are provided in different areas and the children are able to choose the environment or experience in which they would like to participate. Children are able to move between the supervised areas freely, with educators communicating by walkie talkie as children move from one area to another. |
| Write the name and position of person(s) responsible for submitting this Quality Improvement Plan (e.g. Cheryl Smith, Nominated Supervisor)  Anne Kemp, Nominated Supervisor |
| For family day care services, indicate the number of educators currently registered in the service and attach a list of the educators and their addresses.  No. of educators:\_\_\_\_\_\_\_\_\_ |

Service statement of philosophy

Please insert your service’s statement of philosophy here.

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| --- |
| ***Each child is a valued member of our community and has the right to play and learn in this safe place.***  ***Children come first in our decision-making.***  ***Every child is an active learner and we provide rich environments and warm relationships so they can follow their interests.***  ***Parents and families are the most important people in children’s lives.***  ***We respect the education that school provides for children and support the school’s work.***  *C****hildren and families have the right to have their cultural identity respected, and to have equitable access within the community.***  ***We value the cultures of Australia’s Aboriginal and Torres Strait Islanders as the original people of this place.***  ***As we continuously reflect on our work, we learn how we can do things better, because, above all, we want children to be happy here and to grow and learn.*** |

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Quality Area 1: Educational program and practice

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

Additional information and resources about Quality Area 1 are available in the [Guide to the National Quality Framework](https://www.acecqa.gov.au/media/23811#page=100) and the [ACECQA website](https://www.acecqa.gov.au/nqf/national-quality-standard/quality-area-1-educational-program-and-practice).

Quality Area 1: Standards and elements

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| **Standard 1.1** | **The educational program enhances each child’s learning and development.** | |
| Approved learning framework | Element 1.1.1 | Curriculum decision-making contributes to each child’s learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators. |
| Child-centred | Element 1.1.2 | Each child’s current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program. |
| Program learning opportunities | Element 1.1.3 | All aspects of the program, including routines, are organised in ways that maximise opportunities for each child’s learning. |
| **Standard 1.2** | **Educators facilitate and extend each child’s learning and development.** | |
| Intentional teaching | Element 1.2.1 | Educators are deliberate, purposeful, and thoughtful in their decisions and actions. |
| Responsive teaching and scaffolding | Element 1.2.2 | Educators respond to children’s ideas and play and extend children’s learning through open-ended questions, interactions and feedback. |
| Child directed learning | Element 1.2.3 | Each child’s agency is promoted, enabling them to make choices and decisions that influence events and their world. |
| **Standard 1.3** | **Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.** | |
| Assessment and planning cycle | Element 1.3.1 | Each child’s learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection. |
| Critical reflection | Element 1.3.2 | Critical reflection on children’s learning and development, both as individuals and in groups, drives program planning and implementation. |
| Information for families | Element 1.3.3 | Families are informed about the program and their child’s progress. |

National Law and National Regulations underpinning Quality Area 1

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

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

Quality Improvement Plan for Quality Area 1

Summary of strengths for Quality Area 1

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| --- | --- |
| **Strengths** | **1.1 The educational program enhances each child’s learning and development.**  Element 1.1.1  ROSHC educators interact with children in a friendly way, to encourage them to participate in the program. The Educational Leader has comprehensive knowledge and understanding of the approved learning framework, My Time, Our Place. This is used by educators to guide the program.  Children’s input into the program is invited in a number of ways: confidential suggestion box, informal conversations, opinions canvassed on specific issues, e.g. the menu suggestion form that is available for children and parents to write on. Vacation Care ideas are sourced through conversations with children prior to development and through significant moment suggestions.  To continue to ensure an effective programming cycle, the program encompasses thoughts, observations and informal conversations with children, educators and families. General reflections and significant moments are completed daily by educators, which are then reflected upon by the educational leader to continue the programming cycle. The approved learning framework, My Time, Our Place, guides the pedagogical practices of educators to ensure the program is established to promote children’s learning and to encourage appropriate development. Educators connect activities to the principles, practices and learning outcomes of the framework within daily practice and reflection. Educators then implement the program by reflecting on the educational leader’s weekly focus and designing experiences to suit.  Evidence of the spontaneity and diversity of activities is displayed through photographs on the parent notice board. Within everyday practice, educators also draw upon the diversity of activities within their general reflections and significant moments, which are recorded on Xplor playground and sent to families via a notification. Educators are encouraged to reflect on what they have seen and consider future directions for our program. This is achieved as a result of discussions with children, observations and documentation of information regarding the children's interests and abilities.  The Educational Leader draws together these thoughts and includes observations and informal conversations with children, educators, and families to create a weekly program and focus.  When children arrive at ROSHC, they are familiar with the routines designed to keep them safe, including the processes educators implement to ensure we can carry out good hygiene practices. ROSHC educators are very swift with this regime as we want our first interaction for the session to be welcoming and calm, whilst also ensuring every child is accounted for. We try to minimise the impact of transitions for the children by allowing them to put sunscreen on and their bags away while an educator quickly signs them in, acknowledging the children as they go. This avoids them having to line up or wait for periods of time, which detracts from our service philosophy 'children come first in our decision-making.' From a child's perspective, we hope they see that they arrive, are acknowledged and reminded to wash their hands and then from that moment forward they have the freedoms to choose their play spaces, the limitation only being the approved areas and that the staff are adequate.  When we experience an upset due to staffing or ratios, we show children that their ability to move throughout the space is important and we make arrangements to enable their choices as quickly as possible. Children also have the opportunity to access alternate licensed areas by requesting an educator supervise the area. For example, if they want to use the big hill for sliding down or with go karts, they simply ask an educator and as long as ratio allows, an educator will supervise that area. This empowers children to create their own learning experiences, through self-direction. Children are therefore able to harness opportunities for them to relax through their play in a way that is supportive of their emotional wellbeing.  Children engage in discussions, with responsive educators, to express and negotiate their different ideas. Free play is viewed within the service as a positive opportunity for children’s social and emotional development. If children wish to engage in free play, educators strive to involve themselves and embed intentional teaching practices where appropriate.  The program refers to all aspects of the ROSHC operation, including transitions and environments. The program is open ended, flexible and focused on reacting to children’s interests on a daily basis. The effect of consistent and predictable transitions is visible in the children’s responses as they take responsibility to lead transitions.  Element 1.1.2  Learning stories, observations and significant moments reflect children’s knowledge, strengths, ideas, cultures, abilities and interests. Educators strive to extend on these interests, with the inclusion of other activities, to enhance children’s abilities, interests and knowledge. Educators achieve this by utilising the My Time, Our Place approved learning framework to guide their intentional teaching. The service’s program is child centred, with educators valuing the child’s perspective to create experiences that allow them to further explore their interests.  Children have opportunities to share their cultures throughout the year by having conversations with educators, while intentional teaching opportunities are regularly sort by celebrating significant international cultural days, which is documented in significant moments.  Element 1.1.3  The service aims to keep transitions and routines consistent so that they are predictable for the children. Routines include afternoon tea, breakfast, washing hands and clean up. Transitions include moving between indoor/outdoor play and into groups. Educators strive to buddy Year 6 students and Preps together to support the younger children to adopt routines. New children are introduced by educators to other children, during their settling-in period, to limit any worries they may have about engaging in a new environment.  At the beginning of each year, special focus is provided to the new Preps, as well as the new and re-enrolled children, to understand the boundaries, expectations and routines. Children are supported by an educator who is responsible for taking the new children around the service and talking them through the routines. This is establishment phase is not restricted by a time limit, as each year there are different children with different capabilities.  **1.2 Educators facilitate and extend each child’s learning and development.**  Element 1.2.1  Educators demonstrate to children how to do activities and continue to support them when they engage in the activity. Educators collaborate with the children to cater for their interests. Then, educators take into consideration these interests and integrate this into the weekly program. Educators facilitate activities that provide opportunities for intentional teaching. This is also achieved throughout routines and transitions when educators provide time and space for the children to be mindful of their decisions. Discussions are held informally each day and during fortnightly staff meetings to reflect on educator’s decisions and actions.  Element 1.2.2  Educators program activities from children’s interests and demonstrate how to develop more activities from ones previously participated in. This can be seen in the educational leader’s reflection that creates the weekly focus. Educators engage in children’s play and utilise this opportunity to extend on their play to challenge them and promote learning. Furthermore, educators maximise opportunities for targeted teaching by noticing when children are applying new knowledge or skills and use this opportunity to engage other children to develop these skills.  Element 1.2.3  Resources are always available for children to access and use at their own leisure. Children can access the craft trolley in the room, the craft cupboards in the hall and the inside and outside sheds during sessions. They are encouraged to restock the craft trolley in the room with whatever resources they need. Children are also involved in discussions about what supplies to order. During outside play, children have access to the resources in the shed by simply asking an educator if they can go in. Discussions are had with children about what they are looking for and children are asked about safety risks for particular activities, giving them the opportunity to assess safety risks involved. This encourages them to negotiate activities and problem solve how they will achieve that activity. Staff extend on children’s interests and encourage them to challenge themselves and persist within activities.  **1.3 Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.**    Element 1.3.1  The service philosophy guides the assessment and planning cycle. Educators complete reflections and observations of the children, which allow staff to highlight their interests, to then integrate and extend on these appropriately. The educational leader collates all the reflections and creates a weekly focus that encompasses the children’s current interests. Educators can consult this to identify activities that can be planned, based on the focus, and then extended on. Parents receive the educational leader’s weekly reflection and significant moments via the Xplor app. Children have access to a suggestion box where they can put forward their ideas. Educators integrate these ideas into the service program.  Informal and formal discussions are held to ensure the programming cycle is meeting the needs of the children. During staff meetings, all educators reflect on how the programming cycle is working and how it could be better informed. For example during a staff meeting held 29/4/21, it was identified that staff could provide more reflections to better inform the program. A system was set up to encourage educators to complete a larger number of reflections based on the number of ratio shifts they are working. The expectation has been exceeded most weeks. To allow for this level of documentation, the service provides generous non-contact time for the educational leader and educators.  Element 1.3.2  As daily practice, educators reflect in three different ways, general reflections, significant moments and critical staff reflections. Staff are allocated non-contact time, each morning and afternoon and when ratio allows, during session, to complete these reflections. The educational leader consults the reflections as a tool for planning the program around the children’s interest and learning, as outlined in significant moments.  Two general reflections, which give a snapshot of the session, are completed each session. This involves educator’s reflecting on their intention for the children’s learning, what the children did/did not get from the experience, the skills, interests and/or concerns of the children, potential extension opportunities and links to the My Time, Our Place framework.  Significant moments of children’s learning are written on the Xplor app and sent to families via a notification. Families are then able to see how their children have been involved in the service’s program. Significant moments are completed by educators every day to highlight a momentous activity, conversation or observation that occurred. This reflection describes what was said, why it was significant, how educators were involved (how they felt and the decisions that were made) and links to the My Time, Our Place framework. All educators are then able to view these and use them as a tool for extended intentional teaching, to identify experiences where the children responded positively.  Critical reflections are written in a critical reflection book to provide all educators with the opportunity to reflect on their professional practice and their approach to children’s learning. Educators set goals and review these as an effort to monitor their success. Critical reflections that are sensitive, personal or that an educator does not want published to other staff can be given to the educational leader or the Coordinator. These are then reflected on individually. All others are written in the book and discussed at staff meetings to improve practice.  Element 1.3.3  The program is displayed electronically, either in the room or foyer. Families can view this at any time along with photos from each session and the menu and menu suggestion form, located on the ‘parent notice wall’ in the foyer. Each week the program is sent to families, along with the Educational Leaders weekly reflection via the Xplor app. Parents have the ability to comment on all the notifications sent, program, weekly, general reflections and significant moments.  The service has family information handbooks, which include information regarding the program, service, routines and procedures. ROSHC shares information in the school newsletter that is available to parents each fortnight, which includes reflection of significant activities that have been observed within the service, upcoming events and important staffing changes.  Educator’s engage in meaningful conversations with parents each day regarding significant moments that they have observed of their child. Parents are welcomed into the service and are invited to go to the supervised area to collect their children. This allows parents to witness what their children are engaging in and provides them with the opportunity to talk to the educators. |
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Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

* This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
* Additional information about the Exceeding NQS themes is available on ACECQA’s [Exceeding the NQS](https://www.acecqa.gov.au/assessment/exceeding-nqs) webpage.

Standard 1.1 – Program: The educational program enhances each child’s learning and development.

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | * Each child is a valued member of the ROSHC community. To demonstrate this, individual reflections are documented daily and educators are given generous non-contact time to discuss children’s learning and development. This embedded practice involves educators writing their general reflections, observations and significant moments on the Xplor Playground App. These observations include photographs, where educators ‘tag’ the children in the photograph so that the observation/significant moment is published to parents. Such practice demonstrates how educators maximise learning and development outcomes for children by acknowledging the strengths, ideas, cultures, abilities and interests of each child, while ensuring the parents have access to this and can comment their thoughts and ideas. Acknowledging parents within these observations encourages open communication between the service and parents and also encourages a collaborative partnership to enhance learning and development for each child. Previous observations are easily accessible for all educators on the Xplor Playground App. Access to these observations allows educators to extend on a program that is reflective of children’s identity and interests. This approach to observations consistently aligns with the service philosophy, as individual educator observations are used to form a collaborative program, where children’s interests come first in program decision-making based on a combination of children’s interests and identities. * The service embeds a program and menu that reflects the calendar of events for the year. This allows the educators to connect children with their community and cultures, developing cultural competence. The educational leader and lead educator for menu planning plan the program and menu in a way that correlates with significant events. This promotes children’s awareness of their world, developing positive attitudes towards cultural differences and gaining knowledge of diverse cultural practices and world views. This aligns to the My Time, Our Place practice of cultural competence as the service builds environments that foster an ongoing and unified approach towards meaningful cultural and community contribution. Furthermore, this demonstrates alignment to the service philosophy by acknowledging that children and families have the right to have their cultural identify respected. * Routines are embedded into the service and are visible through children’s movements throughout the session. Children tend to lead the routine and transitions. Children can explain the different routines and why they are there. Some children are even able to explain the ratios and why and how they affect the service. Special consideration is given at the beginning of the year to prepare new children to understand the routines, which encourages them to feel comfortable within their environment. |
| 2. Practice is informed by critical reflection | * Staff are encouraged to write one critical reflection per week. These are then discussed during staff meetings to allow different views and thoughts to be considered. Staff then negotiate whether they should continue or change our practices. During a staff meeting 9/12/21 a discussion was had around children’s access to the shed equipment. It was decided that children should always have access to the equipment as this allows them to guide their own learning through the use of different resources. The benefits of freedom for the children were rediscussed on the 13/5/21. * Families and children are involved in critical reflections. Families have the ability to make suggestions, through the suggestion box, or via an email to the Coordinator. Once again, these reflections are discussed at staff meetings and action is taken. Families are then advised of how we can incorporate their ideas. * A critical reflection form has been created to assist educators to answer reflective questions. |
| 3. Practice is shaped by meaningful engagement with families, and/or community | * Parent’s thoughts and opinions are valued and considered. All effort is made to incorporate their wishes into the program. For example, a parent was interested in their child participating in more sporting activities. One of our educators, Rhys, has a particular interest in sport and through reflection with the educational leader, set up a sporting program twice a week. Rhys discusses his thoughts with the educational leader and children and the children direct the sports that they participate in. * The service engages with families through surveys. The service then collates the information and works on improving any practices. The results from the most recent survey showed that:   + Families wanted more information on the menu and some families requested a copy each week to allow them to better cater for their children’s needs. Many quality improvement opportunities were found and the service now sends the menu to families that would like it weekly and where possible displays it in the service in advance. The service has a form regarding menu suggestions that parents and children can write on.   + Families would like more information regarding their children. Xplor software is now being used to send information regarding children directly to parents. Parents are able to view their children participating in activities through photos and written information regarding activities. They can then communicate with educators by providing comments on the story. * Families receive comprehensive handbooks during the enrolment period. Within these handbooks is detailed information that explains how our program works. There is information regarding the programming cycle which helps families understand what we do. If there are any queries families are welcome to contact the Coordinator or Educational Leader. |

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

* This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
* Additional information about the Exceeding NQS themes is available on ACECQA’s [Exceeding the NQS](https://www.acecqa.gov.au/assessment/exceeding-nqs) webpage.

Standard 1.2 – Practice: Educators facilitate and extend each child’s learning and development.

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | * The service releases responsibility to children to serve their own food at meal times. This occurs daily at breakfast for Before School Care and for Afternoon Tea at After School Care. During Vacation Care, children serve their own morning and afternoon tea as well as lunch. Children are also encouraged to wash their own dishes or place them in the dishwasher. This provides a safe environment for children to learn life skills and self-help skills. Educators engage in daily conversations with children relating to hygienic and respectful serving of food. These ongoing conversations provide children with a purpose. This creates longevity of the children-centred practice within the service. This released responsibility to children aligns to the environments practice of the My Time, Our Place framework, as educators have created and maintain an environment that is supportive of the children’s development. This furthermore aligns to our service philosophy, ‘Each child is a valued member of our community and has the right to play and learn in this safe place’, as we create a supportive environment where children can safely learn. * The service has also created environments that are flexible for children to extend their own play. The service has freely accessible resources and equipment in all areas of the service. Children have free access to craft and sports equipment to extend their play in an area that interests them. Educators facilitate the child led activities by engaging in conversations throughout the sessions, to ask children what they are constructing/making/doing, or whether they may require any other resources. An example of this is the children’s availability to woodworking tools. Children understand that these can be dangerous if not used correctly and will talk to an educator when they want to build with them. An educator then facilitates the learning environment but allows the children to lead their learning, only stepping in when children need assistance or there is a safety hazard.   Children then have the autonomy to create rich activities that support their learning and the development of social skills. Children’s choice and children lead activities invite conversations between children and allow them to take accountability of their equipment and to develop social skills, like negotiation. Flexibility within the environments demonstrates the service’s alignment to the environments practice of the My Time, Our Place framework. Our practice reflects our service philosophy, ‘Every child is an active learner and we provide rich environments and warm relationships so they can follow their interests’. |
| 2. Practice is informed by critical reflection | * The implementation of a freely accessible reflection tool was informed by critical reflection amongst the previous and current educational leader. The educational leader noticed that staff were documenting regularly, however the reflections required more meaningful documentation of the learning involved. The educational leader and nominated supervisor brainstormed how they could better assist educators to document meaningfully. A step-by-step guide was developed and the current educational leader continues to regularly discuss meaningful reflection with staff and adapts the step-by-step guide, where necessary, to address any educator concerns or barriers. Our continuous reflection aligns to our service philosophy in our practice of identifying areas for improvement that will create a supportive environment for all children. Similarly, the My Time, Our Place framework principle of ‘ongoing learning and reflective practice’ involves educators examining aspects of service experiences to gather information that inform decisions that ultimately benefit the children. * Critical reflections are discussed at each staff meeting. After each Vacation Care, all staff are required to complete an evaluation form. The evaluation form is adapted each Vacation Care by the educational leader and coordinator. The questions are adapted to better reflect the current program and educators are provided these forms prior to Vacation Care commencing. This allows educators to reflect as they encounter different situations. The educational leader then collates the evaluations and a staff meeting is held to discuss them. Educators are then able to critically reflect as a group and practice is then changed, adapted or continued. * The service has developed and embedded a step by step reflection tool that is freely accessible for educators (in paper copy and digitally) as guidance for meaningful reflections. This document is available at all times and is part of the induction process for all staff. The service embeds general reflections, significant moments and critical reflections.   Within critical reflections, educators are encouraged to use open ended questions to provoke responses from other educators and to structure their own personal reflection. A document was created to assist educators to ask themselves important questions. Educators can either use this document or write their own reflection in the reflection book.  Consistent daily and weekly reflections are valuable for educators to facilitate and extend on children’s interests within the program. It allows the educational leader to confidently make program decisions that promote children’s engagement, as it aligns to and caters for children’s interest. This practice demonstrates how our operations are centred around the children, ensuring that they come first in our decision-making. Furthermore, this aligns to the services framework My Time, Our Place. Particularly, to the practice of collaboration with children, by responding to children’s ideas and play within the program. |
| 3. Practice is shaped by meaningful engagement with families, and/or community | * During a review of the software we were using, we identified that there were other programs that incorporated the ability to communicate more effectively with parents. This includes sending learning stories and observations directly to families. Families are then able to comment back to the service and share feedback.   During a survey in August 2020, families requested more information be provided to them regarding their children’s participation in the program. This is now embedded into the service with educators given non-contact time to complete documentation.   * As stated in, 1.1 exceeding themes, the service values family input and works to facilitate their ideas. The afternoon sports sessions with Rhys were suggested by a family. The skills and sports practice enhances the children’s current abilities and builds new skills. |

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

* This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
* Additional information about the Exceeding NQS themes is available on ACECQA’s [Exceeding the NQS](https://www.acecqa.gov.au/assessment/exceeding-nqs) webpage.

Standard 1.3 – Assessment and planning: Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | * As part of Aimie’s study, she was required to complete a programming cycle. She consulted Miranda for assistance. Aimie found that it was difficult to program without more input from educators in their reflections. The service now embeds a fortnightly programming cycle for each educator to complete with guidance from Miranda. This ensures that educators consistently engage in planning and are able to demonstrate understanding of the components of the programming cycle and the approach and strategies used to close each cycle. This programming cycle is part of the induction process for new staff, to equip them with the knowledge to plan for children’s learning and development. Furthermore, this will provide opportunities for new staff to identify how they can integrate the approved learning framework into their program, to enhance and extend each child’s development and learning. Each educators programming cycle is consistently documented in the service’s programming journal, where all staff can access, assess and evaluate on a collaborative basis. This practice aligns with the service philosophy, where our practice creates rich environments so that children can follow their interests. |
| 2. Practice is informed by critical reflection | * The implementation of the service’s fortnightly programming cycle was informed by critical reflection between the Nominated Supervisor, Educational Leader and other educators. This critical reflection occurred during a staff meeting, where educators expressed their understanding of how the programming cycle is structured and what necessary documentation is required to close the cycle. Collaborative reflection throughout this staff meeting provoked the implementation of this alternative planning process, to maximise efficient educator engagement with the cycle and to identify the influence that a strong program can have on children’s participation, learning and development within the service culture. The service’s approach to this alternate programming method reflects our service philosophy. This is because it ensures that children remain central in our decision-making, creating a program that is efficient in catering for their interests. |
| 3. Practice is shaped by meaningful engagement with families, and/or community | * Results from the service’s family survey influenced the modifications made to the planning and implementation of the programming cycle. Within our family survey, parents/guardians were asked how informed they felt about the service’s program and their child’s progress. There were mixed responses from parents, which influenced the service’s response in providing opportunity for all educators to better their knowledge and understanding by planning and implementing the programming cycle. This addresses parent’s feedback as educators understand the programming cycle and can therefore explain this and discuss this with parents more regularly and with confidence. They can justify their reasoning behind their programming and make connections to how they cater for children’s interests and wellbeing. Such conversations with parents can also be beneficial to collate suggestions, which allows educators to tailor the program in a way that integrates learning and development from outside of the service also, such as cultural practices. This is central to our service philosophy by acknowledging that parents and families are the most important people within a child’s life and their suggestions and feedback assists educators to cater to their child’s needs. |

**Key improvements sought for Quality Area 1**

Improvement Plan

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| **Standard/ element** | **Issue identified during self-assessment** | **What outcome or goal do we seek?** | **Priority (L/M/H)** | **How will we get this outcome? (Steps)** | **Success measure** | **By when?** | **Progress notes** |
| 1.1.1 | Opportunities to enhance how we embed culture. | The service implements programming with the outcome of contributing to each child’s learning in relation to their identity and connection to their community. | M | 1. Contact inclusion agencies. 2. Speak to parents and invite them to be involved. 3. Implement RAP, with educator involvement. | Child’s identity and connection to their community is contributed to by integrating cultural connections into programming. | Term 2, 2021. | August 2020:  Accessed the RAP. In discussion with admin surrounding further ideas.  February – May 2021  RAP group – all educators joined.  Sent email asking for basic information to give to staff.  Work on writing vision and possibly update Acknowledgement to Country. |
| 1.3.1  1.3.2 | Inform parents more regularly about their children’s participation in the program. | Families are more regularly informed about their child’s progress. | H | 1. IPads are available for educators to use the playground app to send through photos/significant moments more regularly. 2. ‘Positive postcard home’ template created. | Families receive regular updates about their child’s significant moments. | Term 2, 2021. | November 2020:  IPads have been purchased. Training to be completed early next year.  January 2020  Ipads are used for taking photos to display on parent notice board.  March 2021  Reflections are completed via Xplor playground and sent to families.  April 2021  Program and educational leaders weekly reflection is completed on Xplor playground and sent to families. |

**Quality Area 2: Children’s health and safety**

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

Additional information and resources about Quality Area 2 are available in the [Guide to the National Quality Framework](https://www.acecqa.gov.au/media/23811#page=144) and on the [ACECQA website](https://www.acecqa.gov.au/nqf/national-quality-standard/quality-area-2-childrens-health-and-safety).

Quality Area 2: Standards and elements

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

## 

National Law and National Regulations underpinning Quality Area 2

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

| **National Law and National Regulations** | | **Associated element** |
| --- | --- | --- |
| Section 51(1)(a) | Conditions on service approval (safety, health and wellbeing of children) | 2.1.1, 2.1.2, 2.1.3, 2.2.1,  2.2.2, 2.2.3 |
| Section 162A | Persons in day-to-day charge and nominated supervisors to have child protection training | 2.2.3 |
| Section 165 | Offence to inadequately supervise children | 2.2.1 |
| Section 166 | Offence to use inappropriate discipline | 2.1.1, 2.2.1 |
| Section 167 | Offence relating to protection of children from harm and hazards | 2.2.1 |
| Section 170 | Offence relating to unauthorised persons on education and care service premises | 2.2.1 |
| Section 171 | Offence relating to direction to exclude inappropriate persons from education and care premises | 2.2.1 |
| Regulation 77 | Health, hygiene and safe food practices | 2.1.2 |
| Regulation 78 | Food and beverages | 2.1.3 |
| Regulation 79 | Service providing food and beverages | 2.1.3 |
| Regulation 80 | Weekly menu | 2.1.3 |
| Regulation 81 | Sleep and rest | 2.1.1 |

| **National Law and National Regulations** | | **Associated element** |
| --- | --- | --- |
| Regulation 82 | Tobacco, drug and alcohol free environment | 2.2.1 |
| Regulation 83 | Staff members and family day care educators not to be affected by alcohol or drugs | 2.2.1 |
| Regulation 84 | Awareness of child protection law | 2.2.3 |
| Regulation 85 | Incident, injury, trauma and illness policies and procedures | 2.1.2 |
| Regulation 86 | Notification to parents of incident, injury, trauma and illness | 2.1.2 |
| Regulation 87 | Incident, injury, trauma and illness record | 2.1.2 |
| Regulation 88 | Infectious diseases | 2.1.2 |
| Regulation 89 | First aid kits | 2.1.2 |
| Regulation 90 | Medical conditions policy | 2.1.2 |
| Regulation 91 | Medical conditions policy to be provided to parents | 2.1.2 |
| Regulation 92 | Medication record | 2.1.2 |
| Regulation 93 | Administration of medication | 2.1.2 |
| Regulation 94 | Exception to authorisation requirement—anaphylaxis or asthma emergency | 2.1.2 |
| Regulation 95 | Procedure for administration of medication | 2.1.2 |
| Regulation 96 | Self-administration of medication | 2.1.2 |
| Regulation 97 | Emergency and evacuation procedures | 2.2.2 |

| **National Law and National Regulations** | | **Associated element** |
| --- | --- | --- |
| Regulation 98 | Telephone or other communication equipment | 2.2.2 |
| Regulation 99 | Children leaving the education and care premises | 2.2.1 |
| Regulation 100 | Risk assessment must be conducted before excursion | 2.2.1 |
| Regulation 101 | Conduct of risk assessment for excursion | 2.2.1 |
| Regulation 102 | Authorisation for excursions | 2.2.1 |

**Quality Improvement Plan for Quality Area 2**

Summary of strengths for Quality Area 2

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| **Strengths** | **2.1 Each child’s health and physical activity is supported and promoted.**  Element 2.1.1  The service has a quantity of cushions and blankets that are freely available for children to access for rest periods. Environments with a quieter noise level, such as the office, room, kitchen and library are available for children to rest and also to engage in quiet activities of their choice.  All areas used are flexible, in a way that allows for ‘quiet areas’ to be set up. Children have the ability to make their own quiet area by utilising outside edges or corners of the hall. Children regularly will the set up cubby houses or tables to meet their needs. If outside children have the ability to move to quieter areas, they also regularly set up cubby houses or spaces to meet their needs.  During Vacation Care the service implements ‘chill time’. This gives children time to engage in quiet activities to allow their bodies’ time to rest due to being at the service for longer periods of time. Children have flexibility to watch a movie, play board games, cards and other more quiet activities. The length of chill times varies depending on the needs of the children that are at the service that day.  The service has clean and suitable clothing readily available for children, if they require a change of clothes. If children have a toileting accident whilst at the service, educators sensitively support the child, later notifying their parents.  Element 2.1.2  The service implements policies and procedures relating to the ongoing and general health of children. A hand washing routine is embedded into the daily procedures of the service. The service has multiple posters displayed in bathrooms and other hand washing areas relating to effective hand washing. Children are encouraged to read and understand this routine and implement it within their daily practice at the service. Educators also model effective and regular hand washing for children to observe.  Educators actively model clean hygiene practices, including coughing and sneezing etiquette. Educators also communicate with children daily regarding the importance of maintaining clean personal hygiene. To maintain a hygienic environment, all environments (including equipment) are regularly cleaned, according to daily, weekly and monthly cleaning checklists. This includes regular cleaning of toileting facilities and washing of cushion covers and blankets.  Food and drinks are handled and stored hygienically, with educators encouraging hygienic food and drink consumption at meal times. All educators complete annual food handling training.    The administering of medication to children who require it whilst at the service is only managed by authorised staff. Educators ensure that another staff member is checking the dosage and witnessing the administration of medication.  Element 2.1.3  A variety of nutritional food is available for children at meal times. A selection of fruit and vegetables are available for children at each meal time. The service plans and implements regular cooking activities that involves children and provides opportunities for them to further understand nutrition practices and try new food. This is done on a rotating schedule each week to allow for children that attend on different days to be able to participate in the cooking and eat the healthier options. Children, families and educators are regularly encouraged to put forward meal suggestions on the suggestion list. This is available to families, along with the weekly menu, on the parent notice board in the foyer.  Active play is offered and encouraged each day. The service’s weekly program incorporates physical activity components that are based on children’s developmental needs. Staff engage in physical activities with children, promoting a healthy lifestyle. Children have access to a wide range of equipment to facilitate physical activities. These include a range of different balls, balancing stilts, loose parts and sporting equipment like tennis rackets, cricket and baseball equipment. Children are encouraged to not only use this for their sporting uses but also in their creative play.  Games that are played by children are adapted to encourage participation by different age groups. To achieve this educators participate in games and have discussions with children about the rules. When there are younger children, or children who haven’t played a particular game before, it is adapted to enable all children to participate.  **2.2 Each child is protected.**  Element 2.2.1  The service conducts safety checks of licensed areas prior to each session. Activities are deemed appropriate after educators conduct reasonable risk assessments before child engagement. Children are encouraged to self-assess potential hazards to assist them to become responsible for their own safety. Discussions are held as a group and individually.  The service displays and implements a set of expectations, established in collaboration with children, which are regularly referred to in discussion with the children about their own safety, the safety of others and the care for their environment and equipment.  Educators maintain a maximum of 15 children to 1 educator ratio and regularly adjust their positioning (when appropriate) to comply with the minimum qualification requirements. Educators communicate (via radios) when children change areas. Supervision expectations have been created, with educator input, and are available for staff to consult where they deem appropriate. Educators regularly monitor numbers and adjust their positioning to better cater for the different dynamics of children. All staff have annual sun safety, food handling and child safety training.  The service implements procedures for excursions to uphold high standards of safety. Risk assessments are conducted prior to the excursions and are available for parents to peruse if they wish to. Parental permission, in the form of consent forms, are obtained before a child is taken on an excursion. Educator to child ratios for excursions are determined once a full risk assessment of the activity has been conducted.  Element 2.2.2  The service implements procedures that minimise the impact of injuries, illnesses and trauma and responds appropriately and as quickly as possible. The service has emergency procedures displayed prominently throughout the service. This includes displays of evacuation routes. Emergency phone numbers are positioned near operating telephones. Staff have access to emergency equipment at multiple positions within the service. The service has a portable roll (iPad or service mobile) readily available in case of emergency. Evacuation and lockdown drills are conducted at least once a term and are recorded on the emergency drill schedule. Educators complete drill evaluations as soon as possible after conclusion of the drill. Children are debriefed after drills and are provided the opportunity to ask questions to help them understand why drills are carried out. This also alleviates any concerns they might have. The evaluations are then collated and procedure is adapted if necessary.  All staff are trained in first aid and CPR and carry basic first aid bags with them at all times to allow them to respond with immediate treatment, as required. A fully stocked first aid kit is available in the room, kitchen and office. The office kit is in a bag to enable it to be taken on excursions and to an injured person. Ice packs are taken to the supervised areas each session, to allow for easy access if there is an injury. The ice pack bags have a snake bite kit attached.  Incidents are recorded, as soon as reasonably possible, on the appropriate forms. Parents are required to sign the incident report confirming the knowledge of the incident. Incident reports are regularly reviewed to ensure they comply with regulations.  Element 2.2.3  All staff complete child protection training annually. Educators remain vigilant about observing and responding to indicators of child safety concerns. Educators model and encourage behaviour that upholds the dignity and safety of children. Staff discussions occur, when deemed necessary, about children at risk. All staff are encouraged to document anything that they feel unsure about and bring it to the coordinator for discussion. The coordinator then evaluates and consults the QLD Child Protection Guide. |

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

* This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
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Standard 2.1 – Health: Each child’s health and physical activity is supported and promoted.

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | * The service embeds a strong ordering and menu cycle to involve the children and to create inclusivity for children with dietary requirements. At the beginning of each month, a form is displayed on the parent noticeboard, for children, parents and educators to write down their fresh menu suggestions. The lead educator for menu planning and ordering, Toni-Maree, then scans and files these suggestions on the computer for easy accessibility for all educators. Toni-Maree then collates menu suggestions and has discussions with children when planning the menu for each week. Toni-Maree ensures that menus are available a week in advance so that families can view and discuss with educators where necessary. Menu ideas that have been put forward by children are published below their request on the menu to provide a sense of agency and to make children feel valued within our community.   The service has also recently changed to a more inclusive supplier, to better cater for children’s dietary requirements. This adaption to our service demonstrates our effort to seek and consider alternative ways to support children with dietary requirements. Time is allocated each week to menu planning and ordering. For cooking with children days, Toni-Maree collates recipes that are easily accessible for other staff on our computers, and they include a nutrition table. The inclusion of nutrition tables within our recipes ensures that educators can serve food promptly and appropriately for children with dietary requirements. Also, it allows these children to be included into our meal times, eating food that their peers are eating. Our service philosophy states that children come first in our decision-making. We believe our strong menu planning and ordering cycle demonstrates our consistent response to children’s changing dietary requirements, to create an inclusive and supportive service culture.  The service is always looking for ways to ensure all children’s dietary needs are met. Currently we are working on trialling different flours to enable us to streamline our cooking activities.   * During Vacation Care, the service facilitates ‘chill time’ as part of our daily routine. This is embedded in our practice to provide and guide children to rest and engage in calm activities. This occurs after lunch each day and supports children’s wellbeing allowing sleep, rest and relaxation. Chill time includes a movie, decided on by the children, and a variety of quiet and calm activities, including drawing and lego. Educators encourage children to maintain a calm and quiet environment for the duration of chill time to maximise the opportunity for a reset, ready for the afternoon activities. This is achieved through educator to children discussion, where educators explain the benefits and actively promote children’s wellbeing. Children come first in our decision-making, as outlined in our service philosophy, which is why our chill time has become embedded in our routine, to cater for children’s emotional and physical wellbeing every day. Our planning and communication during chill time, for children’s wellbeing, also aligns to the My Time, Our Place framework practice, evaluation for wellbeing and learning. |
| 2. Practice is informed by critical reflection | * The service’s strong menu and ordering cycle is informed by critical reflection, occurring formally within staff meetings and our critical reflection book, and informally through conversation amongst educators, parents and children. Within staff meetings, educators reflect on how the menu has been adopted by children. They put forward suggestions on how to more efficiently conduct the ordering and menu process. Where this has been effective is when staff were reflecting on the cooking with children days, modifying and clarifying procedures for 2021. It was concluded that cooking with children experiences occur on alternating days each week, so that all children can experience cooking and eating home baked goods regardless of the days that they attend the service. Conducting this critical reflection within a staff meeting context ensured that all educators were made aware of the changes, for consistency of practice across the service. Furthermore, educators contributed to a critical reflection entry regarding the ordering of fruit. Educators were concerned about fruit wastage and as a result, identified underlying factors. Staff critically reflected about the selection of fruit, integrating verbal suggestions received by children. Following this, educators ordered a new variety of fruit, which was positively received by children. Through this continuous and critical reflection, staff align their practice to our service philosophy by identifying how we can do things better to support and include all children attending the service. * During the Autumn 2021 holidays, the service was required to use other licensed areas and therefore adapted our practice to accommodate the smaller area, splitting Preps to Year 2 and Years 3-6 for chill time. Preps-Year 2’s were encouraged to be inside, while Years 3-6 were outside in a shaded area, participating in less physical activities for at least half an hour. Children could then move between spaces, as some of the younger children still needed to be physical, while some of the older children wanted to be in a quiet environment. Educators critically reflected on this during the holidays, through informal conversations, then more formally during the Vacation Care evaluation forms and meeting. It was identified that children benefitted from smaller groups and this better met the needs of all children. This practice will now be embedded into the service during the holiday periods. |
| 3. Practice is shaped by meaningful engagement with families, and/or community | * The service acknowledges that parents and families are the most important people in children’s lives. Therefore, the service prioritises meaningful engagement with parents and families to involve them with the decision-making of the service. Our family survey provides an opportunity for the service to discuss menu suggestions and dietary requirements with parents and families. Parents and families were presented with the following, “a wide range of food options are available for children”, where they were to rate how strongly they felt about this statement. Parents and families also had the opportunity to include suggestions on meals/snacks that they believe children would enjoy whilst at the service. Improvements made to the menu and ordering were implemented as a result of these suggestions. This included the publishing of the menu the prior week, to allow time for parents to discuss with educators if they feel necessary. Furthermore, our service program Xplor has the function to send notifications to parents. This also allows the service to engage families into our decision-making. The service recently critically reflected on the possibility of transitioning to crockery plates rather than plastic. In discussion, educators believed that it was appropriate to engage parents in this decision-making to build partnerships and include their preferences to directly support their children. This was achieved by sending a notification to parents encouraging their feedback related to this transition. There was a 50/50 response; therefore, educators have decided to trial crockery plates at the service. Additionally, the service regularly involves the P&C into the decision-making of the service. During our critical reflection surrounding inclusiveness of our menu, a proposal was put forward to the P&C outlining the perceived benefits of changing grocery suppliers so that we could access more inclusive food options. Our proposal was supported by the P&C, influencing this transition. In conclusion, the service’s decision-making practice is influenced by parent and community input, to ensure the service caters for each child’s health, wellbeing and comfort. * The service constantly strives to ensure all children’s dietary needs are met, which mostly happens through conversations with parents. While some children have anaphylaxis to some nuts, other children may require nuts to provide the protein that their body needs. To ensure all the needs are met for all the children, the coordinator has had many discussions with families about which nuts children are anaphylaxis to and how having different nuts in the service may effect their children. It was identified that the anaphylaxis children were only sensitive to some nuts and therefore the service could allow certain nuts to be eaten by other children, if necessary. The service is now researching how to become a ‘nut aware’ service rather than ‘nut free’. This decision has been supported by families. |

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

* This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
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Standard 2.2 – Safety: Each child is protected.

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | * All staff embed their up to date Food Handling and Sun Safety training into daily practice. Food handling and Sun Safety training is required to be completed by every educator, each year, which happens during staff meetings. This is to ensure that there is a continuity of expectations and procedures and that the knowledge and practice from all staff is up to date and relevant. Furthermore, it allows educators to plan for and manage hazards and safety concerns by performing ongoing risk assessment in alignment to the practices outlined in the Food Handling and Sun Safety training. Completing this training each year refreshes responsibilities to educators and promotes retention of knowledge, whilst encouraging them to embed this into their practice. Embedded practice means that educators are confident in their knowledge and therefore can apply this to adjust environments and experiences, where necessary and in alignment with regulations and training, to ensure that children are safe. Our service philosophy states that each child has the right to play and learn in this safe place. Ensuring educators remain up to date with training, creates a safe environment for all children as they remain aware of their roles and responsibilities. * A ROSHC Supervision Guide of expectations has been developed with the staff and is embedded into the service practice. To ensure these practices are embedded into the service, they are regularly referred back to in staff meetings and discussions. The expectations are on the office door for all staff to refer to each shift. |
| 2. Practice is informed by critical reflection | * Drill evaluations are completed each emergency drill. These are then collated by the coordinator and practice is reviewed based on the evaluation. Children are also invited to ask questions after a drill. These questions are then used to inform educators of concerns that children have. These evaluations and concerns are then discussed at staff meetings and changes are made to practice where necessary. * Safety checklists are continuously being updated to identify any areas that are lacking. These updates are discussed at staff meetings allowing all educators to be involved in the decision making process. * During times where a child may be at risk of harm, the educator who witnessed the incident/took the disclosure is able to critically reflect on how they handle the situation with the coordinator. These discussions are not always documented as they may be sensitive in nature. |
| 3. Practice is shaped by meaningful engagement with families, and/or community | * When children’s safety is at risk, the coordinator will have discussions with families and children. Time is set aside in a comfortable, confidential location, for example the ROSHC room or P&C office, to allow respectful conversations about safety risks. * Educators are familiar with families and encourage open conversations throughout the sessions and outside of session hours. During drills, for example lockdown drills, parents are invited to participate in the drill. This helps the parents understand what happens and allows children to see engagement from families.   Parents are informed of drills through conversations, signs on the doors or in the office or notifications sent through Xplor. |

**Key improvements sought for Quality Area 2**

Improvement Plan

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| **Standard/ element** | **Issue identified during self-assessment** | **What outcome or goal do we seek?** | **Priority (L/M/H)** | **How will we get this outcome? (Steps)** | **Success measure** | **By when?** | **Progress notes** |
| 2.1.3 | Children with dietary requirements have limited inclusive food options. | All dietary requirements are catered for, with a variety of inclusive foods available for children. | M | 1. Educators will research appropriate food alternatives. 2. These alternatives will then be implemented and accessible for children. | All children’s dietary requirements are catered for in the weekly menu. | January 2021  COMPLETED  ADDITION  New child who requires nuts in their diet. 2021 | **16.08.2020:** Resources used to guide our nutrition have been updated and more resources were researched.  **17.08.2020:** Service policy has been checked to see what guidelines we follow.  **24.08.2020:** Baking was reintroduced as a weekly activity with children. This will be planned on different days of the week so all children can participate.  **25.08.2020**:  Email sent to QCAN to see if guidelines in our policy can be changed to allow us more flexible food options.  **31.08.2020:** Sign put in dining area next to menu asking for parent and children suggestions for food on our menu.  **03.09.2020:** Service survey results in regards to food were discussed at staff meeting.  **28.09.2020:** Food options for dietary restrictions were reviewed. It was found it was not inclusive.  **30.09.2020:** More inclusive foods have been bought and added to the shopping lists.  **13.10.2020:** As a result of parent feedback, menu is now advertised a week in advance.  **17.10.2020:**  Proposal put forward to switch food suppliers to Woolworths to allow for more inclusive food options.  **28.10.2020:**  Proposal approved. Awaiting account set-up.  November 2021  Woolworths account set up  January 2021  Menu emailed weekly to families that have requested it.  **April 2021**  Discussions with families around becoming a ‘nut aware’ service, to accommodate children who require nuts in their diet. Further research to be completed. |
| 2.2.1 | Children are adequately supervised | All children are adequately supervised and educators are aware of early warning signs of children with additional needs. | H | 1. Staff meeting to:    1. Review incident where children absconded.    2. Review policies related to children’s care environments.    3. Review ROSHCs supervision guidelines.    4. Retrain educators on ROSHCs supervision. 2. Update headcount procedure including document created to detail counts. 3. Anne to train staff on how to accurately count moving children. 4. Policies to be updated based on meeting feedback. | All staff are confident in their supervision and engagement of children. | May 2021 | **13/5/21**  Staff meeting held for incident, policy and supervision review.  **14/5/21**  Staff meeting continued. Retraining of staff with relation to ROSHC supervision policy.  **17/5/21**  Anne created spreadsheet to document headcounts. Anthony trained to use document.  **19/5/21**  Anne trained Melissa to use headcount document.  **27/5/21**  Discussions around headcounts and how the new system has been working and impacting children’s play. Changed to complete headcounts twice per session. |

**Quality Area 3: Physical environment**

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

Additional information and resources about Quality Area 3 are available in the [Guide to the National Quality Framework](https://www.acecqa.gov.au/media/23811#page=180) and on the [ACECQA website](https://www.acecqa.gov.au/nqf/national-quality-standard/quality-area-3-physical-environment).

Quality Area 3: Standards and elements

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

National Law and National Regulations underpinning Quality Area 3

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

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| **National Law and National Regulations** | | **Associated element** |
| Regulation 103 | Premises, furniture and equipment to be safe, clean and in good repair | 3.1.2 |
| Regulation 104 | Fencing | 3.1.1 |
| Regulation 105 | Furniture, materials and equipment | 3.2.2 |
| Regulation 106 | Laundry and hygiene facilities | 3.1.1 |
| Regulation 107 | Space requirements—indoor | 3.1.1 |
| Regulation 108 | Space requirements—outdoor | 3.1.1 |
| Regulation 109 | Toilet and hygiene facilities | 3.1.1 |
| Regulation 110 | Ventilation and natural light | 3.1.1 |
| Regulation 111 | Administrative space | 3.1.1 |
| Regulation 112 | Nappy change facilities | 3.1.1 |
| Regulation 113 | Outdoor space—natural environment | 3.2.1 |
| Regulation 114 | Outdoor space—shade | 3.1.1 |
| **National Law and National Regulations** | | **Associated element** |
| Regulation 115 | Premises designed to facilitate supervision | 3.1.1 |
| Regulation 116 | Assessments of family day care residences and approved family day care venues | 3.1.1 |
| Regulation 117 | Glass (additional requirement for family day care) | 3.1.1 |
| Regulation 274  NSW | Swimming pools | 3.1.2 |
| Regulation 345  Tasmania | Swimming pool prohibition | 3.1.2 |

**Quality Improvement Plan for Quality Area 3**

Summary of strengths for Quality Area 3

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| **Strengths** | **3.1 The design of the facilities is appropriate for the operation of a service.**  Element 3.1.1  The service is located in the large assembly hall, which has an adjoining activities room, office, toilets and kitchen. This means that the service can provide all amenities in the one location. The library and ‘old hall’, which are our other two main indoor licensed areas, are located close by, allowing easy transitions and undercover paths for movement during wet weather. All areas have ramp access to allow for children with additional needs to participate in all environments.  One outdoor play area is located directly out the back of the hall doors and another has direct line of sight to the hall, which allows for smooth transitions between outdoor and indoor play. Our third main outdoor area is located on the other side of the school. When this area is being used, the toilets that are located in that playground are accessed, while adjustments are made to supervision to allow for children to move between spaces. This requires an educator to move, to provide a clear line of sight throughout transitions. The outdoor environments are equipped with shaded areas, promoting sun safety.  The service also has environments available where children can rest and engage in quiet activities of their choice. The service has a kitchen, where food is properly stored and prepared, as well as a private office space that is available for confidential conversations when required.  ROSHCs spaces are equipped with quality furniture and equipment. The service has a generous budget that allows for updates of furniture and equipment. Having quality furniture and equipment assists educators to easily manoeuvre spaces so that they are adequate for a range of group dynamics, allowing children to engage in small group or whole group play. All spaces are equipped and maintained for easy access of all children. Furthermore, these spaces are also equipped to support adequate educator supervision. Educators and children collaborate each term to brainstorm a layout for the room that best supports access, mobility and supervision of all children. This encourages children to feel that they belong to the ROSHC community, with their direct impact on area design being visible in educator practice. With our mobile furniture, children also have the flexibility, on a daily basis, to change the layout to better suit their activities.  Element 3.1.2  To achieve a clean and well maintained service, weekly and monthly cleaning checklists are in place for designated spaces and are completed by educators each day. These tasks are completed both while children are present and during non-contact time. This allows positive engagement from children to help them understand the hygiene practices that are embedded into the service. Children are able to participate in cleaning activities, where child friendly products can be used, for example vinegar. Checklists are reviewed regularly to ensure all items in the service are being regularly cleaned.  Safety checks of all in use licensed areas occurs prior to each session, to comply with safety regulations, check if maintenance is required and to monitor wear and tear. The service works with the school business manager to ensure the upkeep of the premises. Discussions are had regarding any areas that are unsafe or require additional cleaning. The service logs a job with the school SharePoint system and follows up with either the business manager or groundsman.  **3.2 The service environment is inclusive, promotes competence and supports exploration and play-based learning.**  Element 3.2.1  The services indoor space is inclusive of all children and ease of access and mobility are supported. This is achieved by having furniture that is mobile, allowing children to function autonomously and adapt the layout for their play, whilst remaining inclusive for mobility needs. These spaces encourage flexibility within activities and cater for child led experiences.  The indoor space is located on one level for enhanced accessibility and mobility with ramp access to all buildings. This promotes competence for every child and the layout of the indoor space takes the needs of each child into consideration. The service has access to a specialised bathroom to cater for children that require support for toileting. A variety of indoor spaces are used to promote children’s engagement in different activities, as each space has the capability of being adapted to allow children to lead their own learning experiences.  All outdoor spaces provide children with choices of differing play areas with fixed and moveable equipment. The outdoor space is inclusive as exploration, play based and inquiry learning opportunities are encouraged through a variety of environments that have access to natural and constructed features. Educators encourage children to explore the natural features of the environments and allow children to participate in monitored risky play, if deemed appropriate by educators, supporting children’s varying interests. Children are able to move rocks, sticks and other natural resources within their experiences. Stick play is encouraged by having expectations around the safe use of sticks, which creates curiosity amongst the children and stimulates meaningful interactions with peers. The spaces challenge all children, regardless of the diversity of their abilities.  Educators have participated in manual handling training to equip them with strategies that will better support the mobility of children with physical disability.  Throughout Vacation Care, the indoor spaces are organised in a way to encourage inquiry learning and to foster a free flow of activity. Different learning environments are set up at the beginning of Vacation Care and are adapted each day to meet the needs of the program and children’s interests. A large space is set aside for physical activities within the hall. Furthermore, the room is rearranged to create a clear and quiet space for children if they require.  Children regularly participate in activities that involve collecting natural resources and using them within their crafts and other experiences.  Element 3.2.2  The service responds to child lead play by having numerous resources that can be accessed for multiple purposes. This is encouraged by educators and children have the ability to use equipment, not only for its intended use, but also sensory, imaginative and inquiry play. The resources and materials are often used during play based experiences. Access to resources that can be utilised for multiple purpose stimulates curiosity and a want to experiment.  The service supports appropriate imaginative play. For example, educators recently conducted a discussion with the children regarding imaginative, rough play. Educators believe that rough play is important as it provides opportunity for children to learn how to respect boundaries and regulate emotions. As rough play was an interest but was becoming a risk to some children, educators decided that rather than eliminating this play all together, adaptions would be implemented. It is now an expectation that rough play is allowed but without physical contact. Children can still participate in rough play with physical contact as long as it is discussed and monitored by an educator.  The resources and materials are available to children at all times and are often numerous in number, supporting inclusion of children by responding to their individual preferences. Children have access to all resources at all times.  Element 3.2.3  Children have opportunity, within a range of spaces, to interact with natural resources. Having access to and developing a fondness for natural worlds creates intrinsic motivation to its upkeep. The service encourages children to lead and take responsibility for gardens, promoting sustainable practices. Educators model and encourage an appreciation for the environment by guiding children to participate in sustainable practices and regularly having it as a weekly focus on the program.  Children’s curiosity about the natural environment is promoted and extended on. This can be seen throughout the program, including Vacation Care. As the children are interested in insects, the service programmed a Vacation Care experience from ‘The Bug Lady’. This involved children listening to information about bugs to promote their understanding of the important role they play in this world. Children also got to hold them. Children were fascinated by the bugs and spent a great deal of time asking questions.  The service has its own garden area that children take responsibility of. Children discuss what they are going to plant and why they have decided to plant certain things. This garden area is adapted regularly as new children come to the service or when emerging ideas are expressed from children about how it should work. This garden area can be used for a range of purposes that promotes learning and discussion.  A compost bin is used for food scraps. Several discussions have been had around this bin as it does not ‘spin’. Children have been inquisitive as to why and how it works without spinning as they thought it had to be turned. This has led to a better understanding from children as to how food breaks down and how it can then be used for other purposes.  Children have access to a wide range of reusable items for their craft, including recycled kitchen items that are placed in the recycling bins. The use of scrap paper is encouraged on a daily basis, with discussions about how this is a reusable item. Parents and children are encouraged to bring reusable items from home. |

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

* This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
* Additional information about the Exceeding NQS themes is available on ACECQA’s [Exceeding the NQS](https://www.acecqa.gov.au/assessment/exceeding-nqs) webpage.

Standard 3.1 – Design: The design of the facilities is appropriate for the operation of a service.

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | * The service has purchased furniture that is mobile, allowing children to adapt environments to support their play, interests and needs. At the beginning of each term, educators allow the children to rearrange the room in a way that reflects their current interests, comforts and wellbeing. This flexibility, and sense of agency, is maintained during term, as children can adapt the environment if they desire. This promotes children to find value in their environment. During Vacation Care, this flexible approach is maintained, where furniture is easily moved to the hall, to allow for larger numbers of children to access. Children set up the environments for Vacation Care (e.g. craft areas), to positively support and promote children’s interaction with the space. One child at the service requires wheel chair access, therefore, mobile furniture allows educators to widen spaces to maintain an inclusive environment. Our approach to flexible, physical designs of our environments aligns to the service philosophy, as we ensure the children’s right to play and learn in a safe and rich space remains at the forefront of our decision-making. |
| 2. Practice is informed by critical reflection | * The design of our service environments is informed by our daily, weekly and termly critical reflection. Critical reflection occurs during everyday conversations amongst educators. We evaluate and reflect on incidents, to determine if modifications need to be made to reduce any risk. The upkeep of equipment and environments is managed through termly reviewed and updated cleaning schedules, to ensure the service remains fit for purpose. Educators are provided with copies of these schedules to review additions and make modifications that will be effective for our growing service. Critical reflection also occurs at staff meetings, where educators consistently discuss, the inclusivity, practicality and flexibility of the play based learning environment. Recently, an additional outdoor shed was built after educators critically reflected on the safe storage of our equipment. Our continuous reflection demonstrates our alignment to philosophy by identifying how we can operate the service to meet the ongoing needs of children and parents. |
| 3. Practice is shaped by meaningful engagement with families, and/or community | * Educators engage in regular and meaningful conversations with parents of children with additional needs, to discuss the appropriateness of our facilities. We discuss strategies that are implemented at home, and identify areas where this can be reflected at the service to create continuity for the child. This partnership is valuable to educators to foster an inclusive, welcoming and flexible environment for all children. Furthermore, educators engage with members of the wider community, such as Occupational Therapists and Physiotherapists, within a professional development context, to design our environments to support exploration and play for all children. This is reviewed as the child grows, whereby in this instance, the service modifies practice. |

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

* This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
* Additional information about the Exceeding NQS themes is available on ACECQA’s [Exceeding the NQS](https://www.acecqa.gov.au/assessment/exceeding-nqs) webpage.

Standard 3.2 – Use: The service environment is inclusive, promotes competence and supports exploration and play-based learning.

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | * Educators embed flexibility into their practice by allowing children to freely access equipment and resources. During each session, educators open the doors of both the indoor and outdoor sheds. Children can ask for permission to access the sheds, leading their own play in a way that caters for their wellbeing and interests at that time. Educators supervise children’s access and stimulate their participation where possible. Similarly, the room has a wide variety of craft supplies, puzzles, home corner equipment, musical instruments, construction equipment and books that children have the freedom to access at any time. If supplies become low in the room environment, children can ask for permission to access the craft cupboard in the hallway, which gives children the opportunity to extend on their learning. |
| 2. Practice is informed by critical reflection | * Our flexible approach to accessing resources and equipment stems from our daily, weekly and monthly critical reflection. Strong processes for ordering resources and equipment have been developed in collaboration/discussion with educators at staff meetings. Educators also engage in verbal reflection daily, when setting up environments, discussing how to maximise areas and design them safely with minimum risk. Educators regularly observe the levels of resources and how fit for purpose the equipment is in each environment. Educators promptly advise of their resource/equipment requests to Toni-Maree. Time is allocated each week to complete this order. This is a constant reflective practice of the service and therefore aligns to our service philosophy. * The coordinator and educational leader had a discussion regarding using resources for purposes other than what they are intended for and how this promoted inquisitive learning for children. This was then brought to a staff meeting and it was decided that children should be able to access resources freely and use them for any purpose in their play. Our practice was adapted to ensure the shed doors were left open throughout the session and children had access to the craft cupboards in the hall. This has led to an increase in imaginary play from children and therefore they are more engaged when at the service. |
| 3. Practice is shaped by meaningful engagement with families, and/or community | * The service conducts family surveys that invites families to provide meaningful feedback regarding the inclusiveness and supportiveness of our environments. Results from this survey are welcomed, respected and prioritised to shape how the service fosters an inclusive, welcoming and flexible environment. The survey included questions about the design of the facility and the access to resources, where 97% of parents that participated had a neutral response, agreed or strongly agreed. The questions were, “there are enough resources for the number of children in the service” and “the design of the spaces and facilities in the service is inviting and appropriate”. Survey results are reviewed by staff and further information/discussion is sort from parents, if educators feel that they could discuss their response more, or if educators are wanting to develop parents understanding. The service respects that parents and families are the most important people in children’s lives, as stated in our philosophy, and therefore meaningful engagement with them shapes the services approach to organising inclusive, play-based learning environments. * The school community has asked ROSHC to design and implement a new area in the rainforest to replace the pond. Children and families have been involved in these discussions and it has become part of our weekly focus. Currently it is still being designed, with the school supporting us by removing the concrete. |

**Key improvements sought for Quality Area 3**

Improvement Plan

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| **Standard/ element** | **Issue identified during self-assessment** | **What outcome or goal do we seek?** | **Priority (L/M/H)** | **How will we get this outcome? (Steps)** | **Success measure** | **By when?** | **Progress notes** |
| 3.2.3 | Sustainability practices become more embedded into the service. More children aware of sustainable practices. | The service will routinely care for the environment and support children to become environmentally responsible. | M | 1. The service will endeavour to use non-confidential shredding in gardening or give to parents/guardians. 2. Rearrange the recycling area to a high visibility area to encourage children and parents to be environmentally responsible. 3. Discuss with children how the services practices impact the environment. 4. Ensure the garden area is maintained. 5. Utilise more features on Xplor to lessen printing. | The service will demonstrate sustainable practices that show care for the environment whilst also supporting children to become environmentally responsible. | Term 2 2021 | **Discussed 2020:**  The service has implemented recycling bins collecting different plastic and paper items used at the service. Discussion about moving this to a high visibility location. Not implemented due to COVID.  **13th November 2020:**  Discussion around sourcing sustainable, disposable gloves and other sustainable plastics.  Research to be carried out and supplier to be found.  Date ?????  Sustainable glitter supplier sourced.  **23/5/21**  Compost bin donated to the service.  Date ?????  Rainforest project.  **March 2021**  Reflections completed on Xplor rather than paper based.  **April 2021**  Program completed on Xplor rather than paper based. |
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**Quality Area 4: Staffing arrangements**

## This quality area of the National Quality Standard focuses on the provision of qualified and experienced educators, co-ordinators and nominated and experienced supervisors who are able to develop warm, respectful relationships with children, create safe and predictable environments and encourage children’s active engagement in the learning program. **Please note that a number of transitional and jurisdiction-specific regulations apply to staffing arrangements. Refer to Chapter 7 of the *Education and Care Services National Regulations* for more information.**

## Additional information and resources about Quality Area 4 are available in the [Guide to the National Quality Framework](https://www.acecqa.gov.au/media/23811#page=206) and on the [ACECQA website](https://www.acecqa.gov.au/nqf/national-quality-standard/quality-area-4-staffing-arrangements).

Quality Area 4: Standards and elements

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

National Law and National Regulations underpinning Quality Area 4

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

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| **National Law and National Regulations** | | **Associated element** |
| Section 51(2) | Conditions on service approval (FDC Coordinators) | 4.1.1 |
| Section 161 | Offence to operate education and care service without nominated supervisor | 4.1.1 |
| Section 161A | Offence for nominated supervisor not to meet prescribed minimum requirements | 4.1.1 |
| Section 162 | Offence to operate education and care service unless responsible person is present | 4.1.1 |
| Section 163 | Offence relating to appointment or engagement of family day care co-ordinators | 4.1.1 |
| Section 164 | Offence relating to assistance to family day care educators | 4.1.1 |
| Section 164A | Offence relating to the education and care of children by family day care service | 4.1.1 |
| Section 169 | Offence relating to staffing arrangements | 4.1.1 |
| Section 269 | Register of family day care educators, co-ordinators and assistants | 4.1.1 |
| Regulation 117A | Placing a person in day-to-day charge | 4.1.1 |
| Regulation 117B | Minimum requirements for a person in day-to-day charge | 4.1.1 |
| Regulation 117C | Minimum requirements for a nominated supervisor | 4.1.1 |
| Regulation 118 | Educational leader | 4.1.1 |
| **National Law and National Regulations** | | **Associated element** |
| Regulation 119 | Family day care educator and family day care educator assistant to be at least 18 years old | 4.1.1 |
| Regulation 120 | Educators who are under 18 to be supervised | 4.1.1 |
| Regulation 123 | Educator to child ratios – centre based services | 4.1.1 |
| Regulation 123A | Family day care co-ordinator to educator ratios—family day care service | 4.1.1 |
| Regulation 124 | Number of children who can be educated and cared for – family day care educator | 4.1.1 |
| Regulation 126 | Centre-based services – general educator qualifications | 4.1.1 |
| Regulation 127 | Family day care educator qualifications | 4.1.1 |
| Regulation 128 | Family day care co-ordinator qualifications | 4.1.1 |
| Regulation 130 | Requirement for early childhood teacher – centre-based services – fewer than 25 approved places | 4.1.1 |
| Regulation 131 | Requirement for early childhood teacher – centre-based services – 25 or more approved places but fewer than 25 children | 4.1.1 |
| Regulation 132 | Requirement for early childhood teacher – centre-based services – 25-59 children | 4.1.1 |
| Regulation 133 | Requirement for early childhood teacher – centre-based services – 60 to 80 children | 4.1.1 |
| Regulation 134 | Requirement for early childhood teacher – centre-based services – more than 80 children | 4.1.1 |
| Regulation 135 | Early childhood teacher illness or absence | 4.1.1 |
| **National Law and National Regulations** | | **Associated element** |
| Regulation 136 | First aid qualifications | 4.1.1 |
| Regulation 143A | Minimum requirements for a family day care educator | 4.1.1 |
| Regulation 143B | Ongoing management of family day care educators | 4.1.1 |
| Regulation 144 | Family day care educator assistant | 4.1.1 |
| Regulation 145 | Staff record | 4.1.1 |
| Regulation 146 | Nominated Supervisor | 4.1.1 |
| Regulation 147 | Staff members | 4.1.1 |
| Regulation 148 | Educational leader | 4.1.1 |
| Regulation 149 | Volunteers and students | 4.1.1 |
| Regulation 150 | Responsible person | 4.1.1 |
| Regulation 151 | Record of educators working directly with children | 4.1.1 |
| Regulation 152 | Record of access to early childhood teachers | 4.1.1 |
| Regulation 153 | Register of family day care educators, co-ordinators and assistants | 4.1.1 |
| Regulation 154 | Record of staff other than family day care educators, family day care co-ordinators and family day care educator assistants | 4.1.1 |

**Quality Improvement Plan for Quality Area 4**

Summary of strengths for Quality Area 4

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| **Strengths** | **4.1 Staffing arrangements enhance children's learning and development.**  Element 4.1.1  Minimum staffing ratios are adhered to and exceeded to ensure that educators are available to children. Educators are positioned in different areas to facilitate the children’s learning and development of their chosen interests. Children can move between supervised areas by communicating with an educator that they feel comfortable with. Communication between educators occurs using radios to allow children to move between these areas. ROSHCs supervision expectations have been created for staff reference to ensure adequate supervision at all times. Qualifications, including first aid, and experience are considered when rostering staff.  Rostering allows for administration duties, including programming, to be carried out when children are not present at the service or when child numbers lessen enough to allow an educator to complete evaluations away from children while ratios are still maintained and or exceeded.  The service has a range of duties and educator positions. These are changed each week to allow for educators to be in a range of positions and to allow children to engage with different educators in different positions. This enhances the children’s learning opportunities as it allows for children to seek out a comfortable educator while participating in chosen activities.  An extra educator is rostered above ratios where children with additional needs are present at the service. During excursions, educator to child ratios are determined once a full risk assessment of the activity has been conducted. When setting ratios, consideration is given to the level of risk and hazards identified, the nature of the activities, transportation, and any other relevant matters.  The service roster is displayed with educator profiles to inform families of who is working each day and to provide information about the educators.  Element 4.1.2  Continuity of staff is fostered within the service rostering to allow educators to build secure relationships with children. A rotating roster is implemented allowing educators to work in a variety of roles which promotes diversity in their interactions with children. Educators share their most enjoyable and least enjoyable roles with the coordinator to allow for rostering that meets the needs of educator’s interests as well as the service needs. This in turn supports educators to feel involved and supported, promoting staff retention.  Staff recruitment is completed both formally, via advertisement, and informally through word of mouth. In house promotions are prioritised to promote pride and commitment to the service. Potential educators are introduced to staff and group decisions are made based on experience, interactions with children and the best fit for the service.  Educators have built and continue to build rapport with children and families by conducting meaningful and fun conversations. Children and families are greeted on a first name basis. Families seek out educators to have trusting discussions with them regarding their children.  **4.2 Management, educators and staff are collaborative, respectful and ethical.**  Element 4.2.1  Management and staff work collaboratively by having formal and informal conversations. Formal staff meetings are held fortnightly to discuss continued improvement of the service and the needs of the children and staff. A representative of the approved provider is invited to these meetings to discuss operational requirements. Staff may put forward any relevant information in open communication and all staff are free to communicate with each other and provide their feedback and opinions. Staff have time outside of supervision of children to have other informal discussions.  To further develop the skills of educator’s, tasks are delegated to individuals that have specific interests in that area, whilst still allowing for all educators to have input during staff meetings. For example Toni-Maree was assigned our menu and ordering position as she has an interest in this and has completed hospitality courses. The Lead Educator for the RAP, (Anthony) is passionate about this and is involved with many indigenous peoples, allowing him to have insight into their cultures.  The Early Childhood Australia’s Code of Ethics is part of the educator induction pack and is referred to regularly.  Element 4.2.2  The QCAN OSHC Professional Standards are used to guide educator’s practices. These are given to educators as part of their induction pack and referred to for staff appraisals. Professional standards and codes of ethics are regularly referred to during staff meetings. All staff receive an induction pack that includes ROSHCs code of conduct and ECA code of conduct. This is emailed to staff to allow them to have access to this information at all times.  Staff complete a ‘Meet the Educator’ profile, which is displayed at the service. This includes their personal philosophy. Families are able to then see how educator’s personal philosophy reflects in their practices. |

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

* This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
* Additional information about the Exceeding NQS themes is available on ACECQA’s [Exceeding the NQS](https://www.acecqa.gov.au/assessment/exceeding-nqs) webpage.

Standard 4.1 – Staffing arrangements: Staffing arrangements enhance children’s learning and development.

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | * The services roster is developed by using a ‘stepping’ system. Each week educator’s roles differ by stepping them down to different roles within the roster. By ensuring all staff have a variety of roles, children’s learning and development is enhanced as it allows for educators to be accessible to children on different days in different environments. * Parents and children are able to read the ‘meet the educator’ profiles which helps them understand the interests of each educator. This allows children to connect with an educator of their choice, who may share similar interests. This in turn supports children’s learning as they can have discussions about their interests with an educator whom they feel safe and comfortable enough to share with. |
| 2. Practice is informed by critical reflection | * Educators are encouraged to support children’s learning by making experiences enjoyable. They are also encouraged to be responsible for their actions when it comes to their participation in an activity. During a staff meeting on the 14/5/21 it was noted that educators that did not enjoy cooking experiences and verbalised it may have been directly impacting on the children’s enjoyment. The service is aware that a cooking experience can be an important part of children’s learning, as it encompasses a wide range of developmental domains. Because of this, educators were encouraged in the meeting to participate in a positive manner. * To encourage better staff retention, educators are given specific roles based on their interests. This is discussed at many staff meetings and informally throughout the year. By having educators that are passionate about their roles, staff retention and therefore continuity of educators are greatly enhanced. |
| 3. Practice is shaped by meaningful engagement with families, and/or community | * Staff profiles have been developed to help families get to know the educators that are taking care of their children. Families and children have been seen reading these on many occasions, which has led to discussions about a particular educator. * Educators greet families and children by their first name to give them a sense of security and belonging. Time is available each session and throughout the day for discussions with families. Where the discussion is of a sensitive nature, a private space is available to families to allow them to feel comfortable during these discussions. |

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

* This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
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Standard 4.2 – Professionalism: Management, educators and staff are collaborative, respectful and ethical.

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | * Staff meetings have been implemented to occur fortnightly and staff are given the opportunity to add any topics to the agenda for discussion. During staff meetings, educators freely express their opinions and ideas and the team discusses how this is reflected in our practice and whether changes need to occur. Theories, My Time, Our Place, National Quality Standards and the UN convention on the rights of a child are often referred to while educators respectfully consider each other’s thoughts. * Educators are delegated tasks based on their interests. Educators are also able to request particular shifts if they have an activity that they would like to be involved in. |
| 2. Practice is informed by critical reflection | * Non-contact time is allocated to staff to enable them to document, not only child observations, but also critical reflections. While critical reflection was occurring daily, it was not always documented. To ensure that it is documented an expectation of staff has now been set to ensure all staff complete one documented critical reflection per week. Staff have identified that while some are able to critically reflect by documenting on paper, others struggle to achieve this; critical reflections can therefore be a written document or recorded conversation. Critical reflections are then discussed at staff meetings to ensure the needs of the staff and children are being met. |
| 3. Practice is shaped by meaningful engagement with families, and/or community | * Staff profiles that have been developed have prompted many conversations with families and children. Families have the ability to learn something new about the educators that are caring for their children to then discuss this with the educator directly or with other educators. * Meaningful conversations that are had with families are often brought to the staff meetings for discussion. |

**Key improvements sought for Quality Area 4**

Improvement Plan

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| **Standard/ element** | **Issue identified during self-assessment** | **What outcome or goal do we seek?** | **Priority (L/M/H)** | **How will we get this outcome? (Steps)** | **Success measure** | **By when?** | **Progress notes** |
| 4.2.2 | Professional standards guide practice but could be more embedded into the service. | Staff collaborate more regarding professional standards which then guide interactions. | M | 1. Discuss professional standards at staff meetings. 2. Identify ways to embed into practice better. | Professional standards are embedded into practice and guide collaborative communications. | October 2021 | 27/5/21  At a staff meeting, it was discussed that appraisals will continue next week and that staff need to be referring to professional standards and completing forms if haven’t already done so. |
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**Quality Area 5: Relationships with children**

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

## Additional information and resources about Quality Area 5 are available in the [Guide to the National Quality Framework](https://www.acecqa.gov.au/media/23811#page=228) and on the [ACECQA website](https://www.acecqa.gov.au/nqf/national-quality-standard/quality-area-5-relationships-with-children).

Quality Area 5: Standards and elements

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

National Law and National Regulations underpinning Quality Area 5

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

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

**Quality Improvement Plan for Quality Area 5**

Summary of strengths for Quality Area 5

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| **Strengths** | **5.1 Respectful and equitable relationships are maintained with each child.**  Element 5.1.1  Educators strive to include children in the decision-making relating to routines, transitions and the program, to provide them with some choice and autonomy which in turn fosters responsibility. To build positive relationships, educators sit with children during meal times, where possible, and engage in meaningful conversations about what is happening around them and what they are learning. They also take the time to get to know the children, including recognising their diverse values, backgrounds and beliefs. This occurs at enrolment time, where educators collaborate with parents during the settling in period.  Opportunities are provided for children, to engage in program decision-making to cater for their diverse interests. By discussing the program and options, children build a sense of belonging to the service. Children lead the development of the Vacation Care program by writing their ideas down and having discussions with educators.  Positive relationships are built through engaging and participating in children’s play, but also by taking a step back and allowing children to build their social skills with their peers, only coming to an educator when they require assistance. When educators engage in children’s play, they openly show enthusiasm and joy which allows children to respond to them in a more trusting way. If children are upset, educators comfort them and respond positively and respectfully ensuring the dignity of children is met at all times. Educators value children’s comments and questions, addressing these appropriately and to the best of their ability.  To enhance relationships with children with additional needs, educators have access to suitable tools and resources that support communication and understanding.  The service has positive behaviour support policies, as well as supporting complex behaviour policies, to promote appropriate response to behavioural situations. By referring to these policies and behaviour support plans, educators are able to positively interact with children with behaviour challenges.  Educators and children have collaborated to construct a ‘ROSHC Rainbow Wall’ that recognises each child enrolled at the service with their handprint and photograph. Educators also have a hand print on the wall as representation of our united service.  Element 5.1.2  Educators take appropriate actions to support children who have toileting accidents. The service provides clean and appropriate clothing to ensure children can quickly change and resume playing. They furthermore ensure that children’s privacy is always protected by keeping personal information confidential.  As a service we regularly refer to the UN Convention on the Rights of the Child and as such, have placed an easy to read version in the room and foyer of the service. The rights of the child are reflected on when we take photos of children. If a child does not wish for a photo to be taken then an educator will respect their wishes.  Educators provide positive reinforcement to children who are making good behaviour choices to motivate that child further and also to promote expected choices of behaviour with other children, creating a positive service culture. Children’s privacy is respected during situations of self-regulation, however educators remain available for support if required.  Transitions are discussed with children, and reflected on regularly, to ensure waiting periods are minimal. This is supported through rostering by having excess educators available during transition periods.  **5.2 Each child is supported to build and maintain sensitive and responsive relationships.**  Element 5.2.1  As there is a wide range of ages and abilities within the service, children choose their peer groups and participate in play that is a collaboration of a variety of children’s interests, supporting peer interaction and social skills development. Educators encourage children to problem solve any difficulties that arise by focusing on social interactions and encouraging children to communicate with other children about the problem or their feelings. Children are also able to collaborate during larger ROSHC projects, like painting murals and gardening. Furthermore, educators encourage children to take responsibility to collaborate with each other to navigate and complete tasks/activities where they don’t have confidence to do so individually.  ROSHC encourages the development of leadership skills. This is achieved by having ‘leaders’ for the Prep and Year 1 drop off/pick up. Encouragement can then be given to those children that would like to lead by discussing what it takes to be a leader. Older children are encouraged to build relationships with younger children by ‘buddying’ up with them, allowing them to take on a nurturing role. Children who show leadership skills are encouraged to lead at group time, transitions and during group games.  The service focuses on creating opportunities for group play within a range of environments. The service strives to promote a sense of community within the service, by building trusting relationships with children and parents/guardians.  Element 5.2.2  Educators facilitate conflict resolution by modelling appropriate responses and guiding children to be able to resolve their own conflicts by communicating appropriately and respectfully. Children are supported by educators, when requested or required, to guide children to a positive solution where behaviours have escalated. To assist those children who require extra guidance, the service develops and implements individual behaviour support plans with the collaboration and expertise of parents, educators, teachers and other professionals. This includes negotiating personal goals with the children to ensure their time at ROSHC is enjoyable.  The service has different environments available for students to redirect and regulate their own behaviour. Strategic questioning is implemented by educators to extend children’s learning in a range of situations, including within conflict resolution.  Educators have access to professional development regarding additional behaviour support strategies. The service implements supporting complex behaviour policies, to promote appropriate response to behavioural situations.  The service aims to provide a consistent approach to behaviour management by collaborating with the school. By taking a consistent approach, children are able to better respond to situations that they have encountered before. The school and service also collaborate to inform each other when children have been upset or emotional. This allows both areas to monitor and support the child more effectively.  Children are encouraged to regulate their behaviour by taking deep breaths, calming down in the office or room or reading and spending time in nature. A range of environments, resources and equipment are arranged daily to reduce waiting time for children and to support the implementation of efficient transitions. This also limits frustrations by maximising time for children to relax and leisure without formal actions. |

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

* This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
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Standard 5.1 – Relationships between educators and children: Respectful and equitable relationships are maintained with each child.

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | * Practice can be seen to be embedded into the service through predictable routines and transitions. Children are aware of what is expected, which minimises wait time and prevents children becoming restless. Educators are positively involved in children’s play experiences when required or requested. Otherwise, educators take a step back to allow children to negotiate their needs with their peers. By developing these practices we are aligning with our philosophy; ‘Every child is an active learner and we provide rich environments and warm relationships so they can follow their interests.’ * Behaviour plans are used by educators to promote positive interactions with children with additional needs. These provide a consistent approach which facilitates expectable outcomes for children. Behaviour plans are developed in collaboration with all educators, families, the school and specialists. |
| 2. Practice is informed by critical reflection | * As stated throughout this QIP, most of our critical reflection comes in the form of conversations with children and educators. To ensure educators are involved in behaviour plans, discussions are had regarding children’s involvement in the program, their strengths and areas for improvement. Once developed and reviewed by the school and parents, these are then presented at staff meetings to ensure educators are aware that they have been implemented. This gives the educators time to read and ask questions if there is any uncertainty, which promotes consistency for the children. * At a staff meeting the educator’s level of enthusiasm was discussed and the effect it has on children’s participation in activities. It was noted that children respond positively to joy and excitement from educators. |
| 3. Practice is shaped by meaningful engagement with families, and/or community | * Throughout the enrolment period, the service encourages family participation through centre tours. This allows opportunity for families and children to have discussions with educators about the child needs, cultural requirements and interests. This gives educators a small snapshot of the child before they come to the service. * Our ‘Rainbow Wall’ is an example of children belonging to the service, which has provided opportunities for families to engage in discussions. Children regularly show their families and peers their handprints. |

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

* This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
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Standard 5.2 – Relationships between children: Each child is supported to build and maintain sensitive and responsive relationships.

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | * At our service, educators organise experiences that are flexible for mixed age play. Mixed age play environments hold a range of benefits at our service. Engaging with mixed age groups grows children’s confidence to be able to socially and emotionally regulate their behaviour. Furthermore, children are introduced to new ways that they can grow and develop, by interacting with the differing abilities and knowledge of their peers, which possibly may not occur if separated into different aged environments. They also have the opportunity to interact at meal times with children of all ages. Our practice aligns to the My Time, Our Place practice of environments as we have larger and flexible spaces in which children can socialise with mixed ages. Mixed age play allows children to be active learners in rich environments where they can develop relationships with their peers. This view is part of our service philosophy. |
| 2. Practice is informed by critical reflection | * Educators reflect with children on elements of the program, their interests and capabilities. These discussions are then brought up at staff meetings to allow the team to have input that directly impacts the relationships of other educators. Children’s abilities are identified and educators encourage them to build on these skills. * Educators have reflected on the benefits of mixed age groups. Discussions were had on whether we should split the ages to allow for children to engage with age appropriate peers. It was decided that we should not as children make these decisions themselves and are able to learn from older children, while older children become nurturing towards younger children. If we split age groups, siblings would not be able to interact with each other during service time. Some children struggle to interact with children of the same age and when this is noticed, educators actively encourage them by buddying them up with children from their peer group. |
| 3. Practice is shaped by meaningful engagement with families, and/or community | * A collaborative approach is taken with regards to behaviour support. Educators have formal and informal discussions with families and the school, which promotes consistency within all environments. Educators engage in professional development, from outside providers, to develop their positive behaviour support and response for children and their families. |

**Key improvements sought for Quality Area 5**

Improvement Plan

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| **Standard/ element** | **Issue identified during self-assessment** | **What outcome or goal do we seek?** | **Priority (L/M/H)** | **How will we get this outcome? (Steps)** | **Success measure** | **By when?** | **Progress notes** |
| 5.2.2 | Implementation of strategies and approaches to encourage children to regulate and redirect behaviour and effectively resolve conflicts. | Educator training, knowledge and expertise is evident and responsive to the needs of the children to regulate and redirect behaviour. | M | 1. Educators to participate in behaviour management professional development opportunities to equip them with behaviour management strategies. 2. Educators to understand zones of regulation. Posters and book to be purchased for display at service. 3. Educators support children to regulate and redirect their own behaviour by embedding strategies into their professional practice. 4. Children to complete ‘traffic lights’ self-regulation activity for Behaviour Support plans. | Children increased competence to regulate and redirect their own behaviour and resolve conflict effectively, with support from educators. | Term 2, 2021. | August 2020:  Discussions about implementation of behaviour management plans. Educator allocated to developing these plans.  October 2020:  Second educator allocated to assist with BMP.  November 2020:  Educator working on BMP’s are participating in EPEC Education webinar: guiding positive behaviour for children.  Term 1 2021  Behaviour plans being developed and implemented. |
| 5.1.1 | Alignment to school PBL matrix.  Align ROSHC expectations to that of the school. | The service aims to embed adaptations of the school’s weekly PBL focus. | M | 1. Discuss with management and staff efficient routine that will allow for PBL to be implemented at the service. 2. Collaborate with the expertise of the school, to adapt PBL matrix to suit the service. 3. Allocate a PBL focus wall at the service for accountability. | Connection to the school and continuity of behaviour expectations is identifiable within the service. | Term 2, 2021. | 3rd October 2020:  Meeting with deputy regarding adapting PBL focus for implementation at service.  December 2020  Discussion with Sue regarding expectations and how to align them with the schools, Be Safe, Be Respectful, Be a learner. For ROSHC we could keep be safe and respectful and update be a learner to Be a community member.  Term 1 2021  Deputy invited to a staff meeting to discuss her knowledge and help to answer questions from staff. |
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**Quality Area 6: Collaborative partnerships with families and communities**

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

## Additional information and resources about Quality Area 6 are available in the [Guide to the National Quality Framework](https://www.acecqa.gov.au/media/23811#page=252) and on the [ACECQA website](https://www.acecqa.gov.au/nqf/national-quality-standard/quality-area-6-collaborative-partnership-with-families-and-communities).

Quality Area 6: Standards and elements

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

National Law and National Regulations underpinning Quality Area 6

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

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

**Quality Improvement Plan for Quality Area 6**

Summary of strengths for Quality Area 6

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| **Strengths** | **6.1 Respectful relationships with families are developed and maintained and families are supported in their parenting role.**  Element 6.1.1  Once a family expresses interest in enrolling at the service, they are sent a comprehensive information package regarding the service, which includes a children’s handbook, and are invited for a service tour. During the tour, educators discuss the play areas and routine with the family and children. This allows children and families to have an idea of what to expect on their first day. Educators are available for families to talk to about their values and expectations regarding their child’s time at the service, during this process but also at any time throughout the session.  Educators share honest information with families about how their child is settling into the service and discusses any needs or concerns the family may have. Each child is offered comfort and reassurance in a way that is suited to the child during separation from their family. Educators assist families to develop and maintain a routine for saying goodbye to their child. For younger children, this can include the parents assisting them to put away their bags followed by signing them into the service. Educators encourage younger children to then provide a goodbye gesture (e.g. a hug) as cue that it is time for them to leave their parents and engage in an activity at the service. Families are encouraged to stay at the service during settling in and outgoing periods for as long as they require. Children that experience difficulties with separation may have a tailor made drop off routine to assist both the child and the parents, which can include spending some time in the office or room to allow them to self-regulate until they are ready to join the group and participate in activities.  Parents are encouraged, via email, to complete family surveys online and are able to provide feedback in the confidential suggestion box. The service also provides opportunities for families to be involved in the program. The program may include a sporting festival, where parents are invited to join for the afternoon. Parents are consulted to contribute to decisions, particularly those that may have a direct impact on their children. For example, families were consulted when the service considered using crockery instead of plastic plates.  Element 6.1.2  ROSHC recognises that families are children’s first and most influential teachers and therefore, educators strive to build trusting relationships. This is done through the enrolment period but also in everyday conversations with families. Families are informed of any incidents affecting their child, whether that be an injury, toileting accident or behavioural issue, as soon as practicable. As our service rosters for exceeding the ratio requirements, there is always an educator that is available for a brief informal chat or a longer confidential discussion, regarding an incident or just to share information regarding children. These discussions can occur during pick up or drop off or appointments can be made with the coordinator for discussions throughout the day.  Educators are respectful of differing cultures and the practices of the service are tailored to support cultural and religious backgrounds. The service adapts the menu to be more inclusive of children with allergies or dietary requirements, such as vegetarianism or halal requirements. Families are also invited to make menu suggestions or share recipes with the service. The service strives to incorporate important cultural days into the program, relevant to the enrolled families, but also respects all cultures and celebrates many different festivals throughout the year.  Through our Xplor observations, families are able to directly contribute to their children’s learning and wellbeing. They are able to leave a comment on the observation, which educators can then respond to. Families are able to make suggestions that directly relate to their children by using the suggestion box or emailing ROSHC.  Element 6.1.3  ROSHC makes fortnightly contributions to the school newsletter, which provides families with a snapshot of what has been happening at the service and what’s to come. The service has a comprehensive family handbook, which provides parent/guardians and children with information about the service’s operating hours, its philosophy, procedures and routines. The P&C Facebook page includes upcoming events, Vacation Care programs and other relevant information. The P&C has its own website with a link to ROSHC. On this website information can be found about the service including the service’s policies and procedures.  Families are able to access current information pamphlets from the office to link them with other services and provide support. The coordinator has discussions with families and is able to refer families to appropriate services if required.  **6.2 Collaborative partnerships enhance children’s inclusion, learning and wellbeing.**  Element 6.2.1  At ROSHC, children take part in positive transitions within the service. Educators regularly discuss the efficiency of transitions throughout staff meetings and with children. When discussing transitions with children, and why they are done in a particular way, educators may explain ratio requirements to children to help them understand.  Rostering allows for additional educators to be present during transitions, which ensures children are supported and appropriately supervised when transitioning. Preps and Year 1 children are supported through transitions, to and from school, with an educator dropping children at their class and greeting them at pick up time. Educators are able to have discussions with children during this time about their day. By rostering additional educators, ratios are able to be met at all times, including pick up and drop off of Preps and Year 1.  Children and families are supported during arrival and departure, through the availability of educators. If a child is upset during arrival, families are encouraged to phone the service if they have any concerns or are called or messaged when their child has settled. This alleviates parent’s worries once they have left.  The service’s software, Xplor, manages child records which document the children’s arrival and departure times while also recording who the authorised person was collecting that child.  Element 6.2.2  The service is inclusive of all children with a wide range of needs. ROSHC’s inclusive practices allow for relationships to be built (where parental approval has been received), not only with the school, but also with children’s private OTs, physiotherapists, behavioural therapists and any other professional the families would like us to include. This allows for positive collaboration between all stakeholders and provides children with the best support possible, ensuring consistency across all environments.  The service understands that effective and positive partnerships are built where all stakeholders can express opinions, suggestions and concerns. At the service, educators create a sense of belonging for the children and strive to make them feel comfortable in the service environment by valuing and responding to their diverse opinions and beliefs. Staff facilitate meaningful interactions with children to develop their trust and confidence in their educators. The policies, procedures and philosophy communicates the service’s approach to inclusion and participation of every child and their family. Also communicated throughout these documents are the service’s expectations, which have been created in collaboration with the children. The service hosts meetings between educators, families and specialists to better cater for the needs of individual children.  Educators adapt different aspects of the environment, when required, to facilitate the inclusion of all children. These adaptions can be focused towards the routines, transitions or equipment within the service.  To further develop capabilities, educators participate in professional developments regarding inclusive practices. The service works with KU Inclusion Support QLD, who provide a wide range of support to the service and educators, to develop a Service Inclusion Plan.  Element 6.2.3  Members of the school and wider local community are encouraged to be involved within the service, putting forward suggestions that are considered by educators, families and children. Local community services are invited to the service to help children feel a sense of belonging to their community. The educational leader and educators plan and implement experiences in the program to support children’s understanding of the community they live in, which includes excursions and incursions during Vacation Care. When planning excursions or incursions, the educational leader reflects on opportunities for children to engage in their community. During excursion debriefs, educators discuss with children where they are going and encourage the children to show respect to the community while out, which can be as simple as thanking the bus driver when we return.  Staff respond positively to the diverse backgrounds and values of families. Educators strive to make books and resources readily available for children to access if they wish to expand their knowledge about the local community. The service provides access to pamphlets and resources to families in the office. Educators regularly engage with the P&C for support and suggestions via email, phone or when representatives are in attendance at staff meetings.  Educators engage, also, with support staff from the school community, during hand overs of children. Staff discuss the wellbeing of children, in particular children with additional needs, to ensure that their needs are catered for whilst in attendance at the service.  The service has a ‘community wall’ where children, educators and families can put pictures of places they have been and their local sporting groups. They can also mark on a world map where they are from. There is also a map of Toowoomba on this wall to help children understand that we are not only part of our school community but the Toowoomba community and the world. |

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

* This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
* Additional information about the Exceeding NQS themes is available on ACECQA’s [Exceeding the NQS](https://www.acecqa.gov.au/assessment/exceeding-nqs) webpage.

Standard 6.1 – Supportive relationships with families: Respectful relationships with families are developed and maintained and families are supported in their parenting role.

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | * The service’s program, Xplor, allows parents to comment on observations written and published by educators. This invites parents to participate in the service and makes information about their children’s learning accessible to them. This regular interaction with parents is received positively as it recognises the leading role of families in their children’s wellbeing and development. This acknowledgement aligns with our service philosophy, where we state that parents and families remain the most important people in children’s lives. Educators tag children in observations, which is then sent to parents, to intentionally engage parents and families within the service and to validate parent and family wellbeing and trust in the service. This practice aligns to the My Time, Our Place framework principle of partnerships, as educators create open communication channels with parents to build trust and to acknowledge and value the contributions of each other in a child’s life. * The services enrolment package is comprehensive to ensure families have an abundance of information. This allows them to make an informative decision to enrol their children at our service. * Transitions for children can be seen as embedded into the service through children’s participation. Children are aware of different transitions and regularly lead the transitions themselves. Families are consulted when their children have settling in difficulties to determine the best way for them and their children to feel comfortable. This then dictates how educators respond to those children. Educators are rostered above ratio requirements to assist with transitions. |
| 2. Practice is informed by critical reflection | * The menu has undergone exciting changes to ensure the service provides an inclusive menu that caters for all dietary requirements. This has included changing suppliers, not once but twice, adapting product selection to streamline our baking processes, and much more. This came about through two sources, the parent survey and a change in our nutritional coordinator. This is consistently critically reflected upon during staff meetings and in general conversations. * During the 2020 parent survey, some families said that they would like more information about their children’s participation in the program. To ensure families were getting enough information about their children, a new software was purchased. This has allowed the service to complete reflections about children that includes photographs and send it directly to families. Families are then able to comment on these observations providing them the opportunity to have their say. |
| 3. Practice is shaped by meaningful engagement with families, and/or community | * Families are encouraged to complete ROSHCs surveys. This provides families the opportunity to remain anonymous while providing feedback. The service provides survey opportunities every 6-12 months. Questions relate to the program, menu, understanding of NQS and more. The results of these surveys are collated and practice is adapted where improvement opportunities arise.   The service also utilises a feature on Xplor, where we can send out posts. These are used to notify parents of upcoming events or ask for their input into the program.   * The service likes to incorporate ‘sporting festivals’ and the like into our program. This is where families are invited to join their children for afternoon tea and participate in sporting or cultural events. Unfortunately due to COVID we were not able to run any of these in 2020. * Additional educators are available to families for meaningful conversations during session and throughout the day. This provides families the opportunity to have discussions when they are available. |

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

* This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
* Additional information about the Exceeding NQS themes is available on ACECQA’s [Exceeding the NQS](https://www.acecqa.gov.au/assessment/exceeding-nqs) webpage.

Standard 6.2 – Collaborative partnerships: Collaborative partnerships enhance children’s inclusion, learning and wellbeing.

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | * As part of transitions, children in Prep and Year 1 are dropped off and picked up from their classrooms. This provides them with additional support for their wellbeing during this transition. This also allows educators to be a conduit between the families and school, as they can provide the school with messages from home. Educators can also inform the teacher how the child’s morning has been and vice versa.   During Term 4, Year 1 students are transitioned to enable them to walk to and from ROSHC themselves. To facilitate this, educators are still available to them but will encourage children to walk themselves while walking behind them to maintain their safety. During collection, educators ask the children if they think they are going to after school care to help with their autonomy for the following year.   * The service has a community wall which provides children with opportunities to express where they are from, what they do in their community and places they have visited. To enhance our community wall, pictures of families are placed on it. Families are encouraged to provide pictures from home or events to help their children feel included. |
| 2. Practice is informed by critical reflection | * Transitions are regularly reflected upon with children, families and educators. During 2020 and at the beginning on 2021, transitions had to be adapted for COVID changes. This, at times, proved difficult and many discussions were had with the school and between educators to ensure the changes ran smoothly. Where educators have said that it can be difficult at collection time, the coordinator has supported these transitions by assisting in collection and providing guidance on how to manage these groups. * The service provides additional support to children with additional needs through rostering adjustments. The level of support has been discussed on many occasions but additional support or funding is not available without a Service Inclusion Plan. The coordinator has reflected on inclusion support and how the funding has lapsed and is now working with KU to update the SIP. |
| 3. Practice is shaped by meaningful engagement with families, and/or community | * The service provides content in the fortnightly school newsletter. This allows, not only the ROSHC families to see what we are doing but also the wider school community, which keeps them informed of the program and what to expect at ROSHC. The educational leader writes about what has been happening, or what is going to happen, and includes pictures of children engaging in experiences. * ROSHC engages with the school community to support families of children with additional needs. The service also meets with the children’s specialists including occupational therapists, physiotherapists, behavioural therapists and KU Inclusion Support. KU supports the service to develop a SIP and can assist with funding for inclusion support to provide extra educators, specialist equipment or services. * The service regularly plans excursions and incursions during the school holiday period to provide children with a connection to their community. When children are out and about in their community, they are encouraged to be a community member which aligns with the future ROSHC expectations. |

**Key improvements sought for Quality Area 6**

Improvement Plan

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| **Standard/ element** | **Issue identified during self-assessment** | **What outcome or goal do we seek?** | **Priority (L/M/H)** | **How will we get this outcome? (Steps)** | **Success measure** | **By when?** | **Progress notes** |
| 6.1.2  6.2.3 | Whilst every effort is made to acknowledge children’s cultural diversity, these practices have the potential to be better embedded into the service. | The expertise, culture, values and beliefs of families will be considered in all decision making of the service to better respect families and their child’s learning and wellbeing. | M | 1. Educators to talk to children about their cultural backgrounds more regularly. 2. Educators to gather children’s input into where and how the service could better embed cultural practices. 3. Educators to research children’s backgrounds to learn more about their culture and potential strategies that can be implemented to achieve cultural inclusivity. 4. Cultural wall to be created at the service in conjunction with the children. | Children’s cultural diversity is acknowledged in daily practice. Families are involved in the decision making of the service to align with their culture values and beliefs. | End of February 2021  Revised end date Term 2 2021 | Ongoing conversations with children about their cultural backgrounds.  February 2021  Community wall developed to be inclusive of children’s and families culture and links to community.  Sign put at office desk requesting family photos for our community wall.  26/2/21  Notification sent through Xplor asking families to provide photos for our community wall.  March 2021  Map of Toowoomba and world added to wall. |
|  |  |  |  | 1. Families invited to share photos on our wall. |  |  |  |

**Quality Area 7: Governance and Leadership**

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

## Additional information and resources about Quality Area 7 are available in the [Guide to the National Quality Framework](https://www.acecqa.gov.au/media/23811#page=282) and on the [ACECQA website](https://www.acecqa.gov.au/nqf/national-quality-standard/quality-area-7-governance-and-leadership+).

Quality Area 7: Standards and elements

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

National Law and National Regulations underpinning Quality Area 7

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

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| **National Law and National Regulations** | | **Associated element** |
| Section 21 | Reassessment of fitness and propriety (provider approvals) | 7.1.2 |
| Section 51(2) | Conditions on service approval (FDC co-ordinators) | 7.1.2, 7.1.3 |
| Section 56 | Notice of addition of nominated supervisor | 7.1.2 |
| Section 56A | Notice of change of a nominated supervisor's name or contact details | 7.1.2 |
| Section 161 | Offence to operate education and care service without nominated supervisor | 7.1.2 |
| Section 161A | Offence for nominated supervisor not to meet prescribed minimum requirements | 7.1.2 |
| Section 162 | Offence to operate education and care service unless responsible person is present | 7.1.2 |
| Section 162A | Persons in day-to-day charge and nominated supervisors to have child protection training | 7.1.2 |
| Section 163 | Offence relating to appointment or engagement of family day care co-ordinators | 7.1.2, 7.1.3 |
| Section 164 | Offence relating to assistance to family day care educators | 7.1.2 |
| Section 164A | Offence relating to the education and care of children by family day care service | 7.1.2, 7.1.3 |
| Section 165 | Offence to inadequately supervise children | 7.1.2 |
| Section 166 | Offence to use inappropriate discipline | 7.1.2 |
| **National Law and National Regulations** | | **Associated element** |
| Section 167 | Offence relating to protection of children from harm and hazards | 7.1.2 |
| Section 168 | Offence relating to required programs | 7.1.2 |
| Section 169 | Offence relating to staffing arrangements | 7.1.2 |
| Section 170 | Offence relating to unauthorised persons on education and care service premises | 7.1.2 |
| Section 171 | Offence relating to direction to exclude inappropriate persons from education and care service premises | 7.1.2 |
| Section 172 | Offence to fail to display prescribed information | 7.1.2 |
| Section 173 | Offence to fail to notify certain circumstances to regulatory authority | 7.1.2 |
| Section 174 | Offence to fail to notify certain information to regulatory authority | 7.1.2 |
| Section 174A | Family day care educator to notify certain information to approved provider | 7.1.2, 7.1.3 |
| Section 175 | Offence relating to requirement to keep enrolment and other documents | 7.1.2 |
| Section 188 | Offence to engage person to whom prohibition notice applies | 7.1.2 |
| Section 269 | Register of family day care educators, coordinators and assistants | 7.1.2 |
| Regulation 31 | Condition on service approval-quality improvement plan | 7.2.1 |
| Regulation 55 | Quality improvement plans | 7.2.1 |
| Regulation 56 | Review and revision of quality improvement plans | 7.2.1 |
| Regulation 158 | Children’s attendance record to be kept by approved provider | 7.1.2 |
| Regulation 159 | Children’s attendance record to be kept by family day care educator | 7.1.2 |
| **National Law and National Regulations** | | **Associated element** |
| Regulation 160 | Child enrolment records to be kept by approved provider and family day care educator | 7.1.2 |
| Regulation 161 | Authorisations to be kept in enrolment record | 7.1.2 |
| Regulation 162 | Health information to be kept in enrolment record | 7.1.2 |
| Regulation 163 | Residents at family day care residence and family day care educator assistants to be fit and proper persons | 7.1.2 |
| Regulation 164 | Requirement for notice of new persons at residence | 7.1.2 |
| Regulation 165 | Record of visitors | 7.1.2 |
| Regulation 166 | Children not to be alone with visitors | 7.1.2 |
| Regulation 167 | Record of service’s compliance | 7.1.2 |
| Regulation 168 | Education and care service must have policies and procedures | 7.1.2 |
| Regulation 169 | Additional policies and procedures—family day care service | 7.1.2 |
| Regulation 170 | Policies and procedures to be followed | 7.1.2 |
| Regulation 171 | Policies and procedures to be kept available | 7.1.2 |
| Regulation 172 | Notification of change to policies or procedures | 7.1.2 |
| Regulation 173 | Prescribed information to be displayed | 7.1.2 |
| Regulation 174 | Time to notify certain circumstances to regulatory authority | 7.1.2 |
| Regulation 174A | Prescribed information to be notified to accompany notice | 7.1.2 |
| Regulation 175 | Prescribed information to be notified to regulatory authority | 7.1.2 |
| **National Law and National Regulations** | | **Associated element** |
| Regulation 176 | Time to notify certain information to regulatory authority | 7.1.2 |
| Regulation 176A | Prescribed information to be notified to approved provider by family day care educator | 7.1.2 |
| Regulation 177 | Prescribed enrolment and other documents to be kept by approved provider | 7.1.2 |
| Regulation 178 | Prescribed enrolment and other documents to be kept by family day care educator | 7.1.2 |
| Regulation 179 | Family day care educator to provide documents on leaving service | 7.1.2 |
| Regulation 180 | Evidence of prescribed insurance | 7.1.2 |
| Regulation 181 | Confidentiality of records kept by approved provider | 7.1.2 |
| Regulation 182 | Confidentiality of records kept by family day care educator | 7.1.2 |
| Regulation 183 | Storage of records and other documents | 7.1.2 |
| Regulation 184 | Storage of records after service approval transferred | 7.1.2 |
| Regulation 185 | Law and regulations to be available | 7.1.2 |
| Regulation 344  Tasmania | Working with vulnerable people registration – staff members | 7.1.2 |
| Regulation 358  Victoria | Working with children check to be read | 7.1.2 |
| Regulation 359  Victoria | Criminal history record check to be read and considered | 7.1.2 |

**Quality Improvement Plan for Quality Area 7**

Summary of strengths for Quality Area 7

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| **Strengths** | **7.1 Governance supports the operation of a quality service.**  Element 7.1.1  The service’s philosophy reflects the ongoing practices within the service. The philosophy is on display for all families and visitors to see in the front foyer.  During enrolment, families receive a comprehensive handbook that includes the services philosophy. This allows families to have an understanding of how ROSHC’s philosophy underpins all that we do at ROSHC, our priorities when it comes to their children and the importance of family’s voices. Educators receive a handbook upon being offered a position. In this handbook is ROSHC’s philosophy.  During potential changes to practices, the philosophy is used to guide any changes and is referred to regularly during staff meeting and informal discussions.  The philosophy is reviewed regularly, to ensure it aligns with current educators and families. Feedback from children and families is encouraged and appreciated when reviewing the philosophy.  Element 7.1.2  To ensure confidentiality of records provided by families, educators and other stakeholders, the service has multiple lockable cupboards which allows quick access in an emergency situation. Children’s medical information is displayed on the inside of cupboards to maintain confidentiality but also for ease of accessibility for medical conditions. This demonstrates professionalism to families as their confidence in the service’s privacy management is upheld.  The service recognises that feedback and complaints can be essential to ensuring that a high standard of education and care is provided to children accessing the service, as well as the broader community. Therefore, the service implements policies that acknowledges concerns held by stakeholders. Our detailed complaints policy is available to families on request, in the Family Handbook or via the P&C webpage. Details of the Nominated Supervisor, Educational Leader and Approved Provider are displayed on the office door and front doors to allow families to direct complaints to the relevant party. These are reviewed and updated at the beginning of each year.  The service has a policy review schedule for the year to ensure policies are reviewed at least annually. Policies can be reviewed outside of the schedule when the need arises. The service strives to ensure all notifications are completed within the time frame. Risk assessments and risk benefit analyses are conducted for all experiences where there are foreseeable risks involved. To ensure that all of these tasks are completed, the service rosters generous non-contact time for the Nominated Supervisor, Educational Leader and educators. This ensures that when children are present at the service, all staff can focus on providing the best possible care.  Element 7.1.3  During induction, staff are presented with a comprehensive package which includes:   * Educator’s handbook; * The service’s philosophy; * Code of Conduct; * ECA Code of Ethics; * Confidentiality agreement; * Position Description; * Reflection guide; * Induction Checklist; and * Other employee forms regarding tax etc.   All educators are paired with a senior educator for one to two weeks, depending on their skill level and learning abilities. During this time, educators can ask questions and effectively learn ROSHC’s routine to allow them to assist children. The service has job lists for each different role within the service that educators can access. They are also given time to consult with the Educational Leader to assist with understanding the learning framework.  Position descriptions are regularly reviewed. Position descriptions are also adapted to suit each educator, where necessary, particularly the Lead Educators. This allows the service the opportunity to tailor the requirements of the educators and service to better meet the needs of the children.  **7.2 Effective leadership builds and promotes a positive organisational culture and professional learning community.**  Element 7.2.1  Quality improvement is embedded into the service through informal and formal discussions. All educators are involved in the self-assessment process and are empowered to contribute to the QIP by having a quality area to focus on. Their ideas and thoughts are discussed at staff meetings which then involve all educators. The self-assessment tool is used to guide the QIP.  The QIP is used when developing the program, allowing children’s learning and development to be improved upon in relation to our key improvements.  Stakeholders are asked to complete surveys each six to twelve months to contribute their feedback and ideas regarding service strengths and recommended key improvements.  Element 7.2.2  The educational leader has comprehensive knowledge of theory, the My Time, Our Place framework, National Quality Standards and pedagogy which is used to inform the program. The educational leader regularly reflects on and discusses opportunities to adapt the program and documentation to better reflect the learning outcomes of the children.  Educators are mentored and supported to enable them to better understand the programming cycle and documentation necessary to complete this. They are provided with the opportunity to work with the educational leader for a two week programming cycle. The educational leader is provided with generous non-contact time to allow for assessment, planning and development of the program. During this time, educators are able to consult the educational leader with any queries they may have.  The educational leader is supported through formal and informal discussions such as:   * meetings with educators to guide and assist with implementing the planning cycle, how it works and effects the service and children; * discussions with parents about the program and how it effects their children; * leadership and role modelling of appropriate practices; * critical reflection around all aspects of the role; * transition development to ensure children and educators are supported in understanding the need for transitions and how to maximise these transitions; and * documentation development.   The educational leader adapts interactions with educators, families and children to suit the attitudes, values and beliefs of the person and to strive for the best possible outcome for all.  Element 7.2.3  All educators receive a comprehensive position description that enables them to fulfil their duties and responsibilities. Educators are encouraged to self-assess and nominate areas that they would like to improve on. Educators are also provided with access to professional development. Opportunities exist for all educators to participate in professional development throughout the year, not only when identified through a performance review.  QCAN Professional Standards are used to guide performance reviews. Staff are able to self-assess their performance and have honest discussions with the coordinator at their reviews. Goals are set for educators based on their interests and the service needs.  Strengths and preferences are identified and discussed throughout the year for educators to regularly review their compliance with expectations, their role descriptions and their conduct, to then plan goals and improve their capabilities. |

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

* This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
* Additional information about the Exceeding NQS themes is available on ACECQA’s [Exceeding the NQS](https://www.acecqa.gov.au/assessment/exceeding-nqs) webpage.

Standard 7.1 – Governance: Governance supports the operation of a quality service.

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | * Upon induction for new staff at the service, they are rostered in a pair with a senior educator, to ensure that the new staff member is able to articulate their roles and responsibilities in relation to each other, children, families, and the service’s decision-making processes. This is maintained for a rostered 1-2 weeks, depending on the educator’s qualifications and learning style, or when the new staff member is demonstrating confidence. The Nominated Supervisor rosters the new staff member over a variety of roles during this induction period so that new staff can observe and discuss the role and the policies and procedures. The service’s approach to the paired induction process aligns with our philosophy by reflecting and learning on how the service can better support new staff, which ultimately benefits the children through educator’s quality care. * During staff meetings and discussions, the philosophy is referred to in all decision making. Reflection of the philosophy is continuous and a full review is undertaken when appropriate. * All records are stored confidentially, as per legislation. The service archives yearly and utilises secure shedding for confidential information. |
| 2. Practice is informed by critical reflection | * The philosophy is embedded and more critically reflected on regularly. The service is implementing an update in Term 3, 2021 as some of the current educators were not at the service when it was written. * It was identified that the policies were out of date in 2020. This lead to reflection on how we could better manage the policy updates. The service worked with QCAN to customise their policy and procedures. Since this was finalised, a policy review schedule has been put in place. The Nominated Supervisor sends the policies to the Approved Provider for review and updates as required. These are the updated on the website to ensure families to have current information. |
| 3. Practice is shaped by meaningful engagement with families, and/or community | * When the philosophy is to be reviewed, the service engages the families, children and the school community. This is done via emails, the newsletter and Xplor notifications. * The P&C website has information on the service, including the complaints procedure. This allows families, the school and the wider community to provide feedback to the service. |

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

* This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
* Additional information about the Exceeding NQS themes is available on ACECQA’s [Exceeding the NQS](https://www.acecqa.gov.au/assessment/exceeding-nqs) webpage.

Standard 7.2 – Leadership: Effective leadership builds and promotes a positive organisational culture and professional learning community.

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | * The educational leader is provided with generous non-contact time, which is consistently rostered to support educators, families and the coordinator. By ensuring that there is enough time for all staff to have non-contact time, children are supported more during session time. This practice is embedded into the service with a regular roster for the educational leader and consistent rostering for the educators. * Staff are supported to understand the role of the educational leader by being provided with the opportunity to participate in a two week programming cycle. During this time, the educational leader provides mentoring and guidance, helping educators to be empowered with better knowledge and understanding of My Time, Our Place and National Quality Standards. This in turn supports the educational leader, as educators are more aware of the documentation requirements to ensure a programming cycle can be met. |
| 2. Practice is informed by critical reflection | * The programming cycle was updated to utilise Xplor, as it was identified by the educational leader that educators did not always understand how the cycle of planning worked. This update included all staff documenting the program on the software that is then sent to families. Since utilising this element of the software, the programming cycle is more easily understood and identified by educators. * While reflection on staff performance was continually embedded into the service through informal discussions and staff meetings, official performance reviews were not being undertaken. Discussions were had with the Approved Provider, QCAN and staff which identified the need for official documentation. The QCAN Professional Standards were implemented and performance reviews commenced. These are completed yearly with quarterly reviews to assist educators keep on track with their development. |
| 3. Practice is shaped by meaningful engagement with families, and/or community | * The QIP is informed through thorough self-assessment and engagement from all stakeholders. Families are invited to participate in anonymous surveys and the results of these surveys are used to inform the QIP. This showed in the 2020 survey with regards to the menu. The service then took steps to improve the menu choices, how it was delivered to families and inclusivity for dietary requirements. The 2020 survey also showed that families would also like more information about their children. Xplor documentation was introduced to better inform families. * All interactions with families are tailored to their values and beliefs. |

**Key improvements sought for Quality Area 7**

Improvement Plan

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| **Standard/ element** | **Issue identified during self-assessment** | **What outcome or goal do we seek?** | **Priority (L/M/H)** | **How will we get this outcome? (Steps)** | **Success measure** | **By when?** | **Progress notes** |
| 7.1.1 | While the philosophy reflects and guides practice only, 3-4 educators were present and involved in writing the current philosophy. | Update philosophy to align with AP’s philosophy, to better reflect the practices of all stakeholders. Seek input from families, educators and children. | M | 1. Start discussions around philosophy. 2. Seek input from all stakeholders. 3. Write philosophy based on input.   Embed into service. | Philosophy is reflective of all stakeholders and embedded into service practice. | 2021 T1  Updated to be completed Term 2 2021 | September 2020  Discussion with school principal. Reflect on whether the philosophy is current and aligns with AP’s philosophy.  Discussion at staff meeting 29/10/20 about who was involved in writing.  Goal set to address this in Term 1, 2021. |
| 7.2.3 | Regular conversations are had with educators regarding performance, however this is not documented nor are set goals reviewed. | Conduct termly performance reviews for all staff. | M | 1. Plan dates for staff reviews. 2. Put folders together with information for staff regarding reviews which includes the OSHC Professional Standards and position description. 3. Complete staff reviews. 4. Provide OSHC Professional Standards to all new staff as part of their induction package.   Follow up on any goals staff wish to achieve. | Performance reviews are completed termly. | 2021 T2 | Commenced performance reviews October 2020 |

**Notes**

**Notes**