



Australian Children's
Education & Care
Quality Authority

File ref:
(if applicable)

National Quality Standard Assessment and Rating Report

Service name

Service approval
number

Provider name

Provider approval
number

Assessment & rating
number

Report status

Date Report
Completed

About this report

Purpose

The purpose of this report is to give the approved provider notice of the outcome of the rating assessment and the rating levels for their education and care service (under section 136 of the Education and Care Services National Law).

The goals of the report are to provide:

- an assessment of the education and care service against the National Quality Standard (NQS) and the National Regulations
- the reasons for rating the service at each level
- support for the on-going quality improvement of the education and care service

The rating system

The National Regulations prescribe the rating levels within the assessment and rating process (regulation 57). The rating levels are:

- Exceeding the National Quality Standard
- Meeting the National Quality Standard
- Working Towards National Quality Standard
- Significant Improvement Required

Further information on how ratings are determined is available in the *Guide to Assessment and Rating for Services*, available on the ACECQA website at www.acecqa.gov.au.

Assessment and rating visit details

Type of service

- Long Day Care Outside School Hours Care (OSHC)
 Family Day Care (FDC) Preschool / Kindergarten

Nominated supervisor

Diane Johnstone

Educational leader

Diane Johnstone

Responsible person

Diane Johnstone

Primary contact for assessment & rating

Diane Johnstone

Quality Improvement Plan date received

08/05/2014

Visit

Date Arrival Departure No. of children in attendance

Date Arrival Departure No. of children in attendance

Authorised officer

Name

Name

Further information (if applicable)

Contact details for service

- Telephone number: 5991 3600
- Mobile phone number: 0468 967 510
- Email address: johnstone.diane.e@edumail.vic.gov.au

Other details

- Person with management and control: Diane Johnstone
- Number of children in attendance at the service: 30

Quality Area 1 - Educational program and practice

| Standard 1.1 | An approved learning framework informs the development of a curriculum that enhances each child's learning and development. |
|--------------|---|
| 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. <input checked="" type="radio"/> Met <input type="radio"/> Not Met |
| 1.1.2 | Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program. <input checked="" type="radio"/> Met <input type="radio"/> Not Met |
| 1.1.3 | The program, including routines, is organised in ways that maximise opportunities for each child's learning. <input checked="" type="radio"/> Met <input type="radio"/> Not Met |
| 1.1.4 | The documentation about each child's program and progress is available to families. <input checked="" type="radio"/> Met <input type="radio"/> Not Met |
| 1.1.5 | Every child is supported to participate in the program. <input checked="" type="radio"/> Met <input type="radio"/> Not Met |
| 1.1.6 | Each child's agency is promoted, enabling them to make choices and decisions and influence events and their world. <input checked="" type="radio"/> Met <input type="radio"/> Not Met |

Evidence for Standard 1.1

An approved learning framework informed the development of a curriculum that enhanced each child's learning and development.

Educators were consistent in utilising children's ideas in the implementation of the program. A strong collaborative approach between educator's children and their family's ensured ideas, interests and recognition of abilities informed and guided the program. This occurred in all sessions as spaces for children to re-engage with previous experiences such as craft quilling and loom band creations was provided. Children were actively encouraged by educators to extend and develop and share skills in their chosen activity.

Children were very familiar with the flow of the sessions and participated in all routines tasks in a supportive and responsive manner with each other and the educators. Children used the routine of roll call to record how fast the educators could record the children's attendance. The stop watch was used and the time taken was noted by the children. Educators utilised all opportunities for children to test knowledge and demonstrate their competence. Educators liaised with teachers at the school and shared children's interests to support learning. This occurred when a child expressed an interest in nesting plovers. This provoked an extensive research project which was shared between the child's classroom and the service program. Research included investigation of the bird's life cycle and daily observations of the progress of the birds nesting. A newsletter article recorded the children's developed interest and understanding of the plover's life cycle.

Children initiated routines for setting tables through to washing and clearing away dishes after breakfast. Educators provided choices in routine activities and recognised individual children's preferences by ensuring suitable spaces were created to enable those children not having breakfast to engage in activities of their choice or with special activities they brought from home.

Information regarding the available program was clearly visible to children and families. Each child had an individual profile which they were responsible for including their own ideas, art work and copies of projects and photo. These were accessed independently by children and were shared with parents and educators. Educators displayed children's craft and art work efforts and shared key events and areas of interest with families via a range of methods including newsletters, photos and written and verbal descriptions of children's participation within the program.

In addition:

- Educators used the approved learning framework to guide interactions with children and families and to inform experiences that were planned for children. The educational program was based on educator's sound knowledge of each child which ensured that the experiences, interactions and routines were relevant to them, respectful of their backgrounds and built on their interests and abilities.

Standard 1.1 is rated Exceeding National Quality Standard

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|---------------------|--|---|
| Standard 1.2 | Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child. | |
| 1.2.1 | Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation. | <input checked="" type="radio"/> Met <input type="radio"/> Not Met |
| 1.2.2 | Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning. | <input checked="" type="radio"/> Met <input type="radio"/> Not Met |
| 1.2.3 | Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program. | <input checked="" type="radio"/> Met <input type="radio"/> Not Met |

Evidence for Standard 1.2

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

Educators effectively documented the program as a means to reflect and inform future planning opportunities. There was a clear cycle of planning and evaluation of the program. Daily reflection included responses from educator's, families and children. Children placed sticky notes on the program offering ideas and suggestions to support current programs or for program enhancement in the future. Educators recorded detailed responses to children's engagement which focussed on individual children as well as group interests and special events. Educators met regularly to discuss and consider the flow of the day as well as the effectiveness of the program. Educators had regular discussion regarding individual needs of children; adjustments to support new children as well as strategies to support the varied age group of children were well considered. For example, educators reflected on the arrival strategies used with in the program and adjusted accordingly to minimise the waiting times of children.

Educators were responsive to children and families and planned to their include ideas and interests. Educators consistently included regular opportunities to scaffold and support individual children's capabilities when attempting new or challenging experiences such as the quilling craft experiences and provided extensive time for children to investigate, research and practice newly learned concepts and ideas.

In addition:

- Educators maintained very detailed records of individual children's participation, identifying learning outcomes and strategies to extend develop and maximise the learning for children. Educators challenged each other through deeply reflecting on practice and worked together to adjust, revise and review the program to enhance the learning environments for children.

Standard 1.2 is rated Exceeding National Quality Standard

Quality Area 1 summary

QA1 Minor Adjustment notes

QA1 Quality Improvement Plan notes

QA1 Compliance notes

For Quality Area 1, is there an unacceptable risk to the health, safety or wellbeing of children?

Yes
 No

Regulation 62(2) prescribes that an Exceeding National Quality Standard rating may only be given for Quality Area 1 for an education and care service that educates and cares for children who are in the year that is 2

years before grade 1 of school if the service either provides a preschool program or has a documented arrangement with an approved provider of another education and care service to provide a preschool program and informs parents of this arrangement.

Does the service educate and care for children who are in the year that is 2 years before grade 1 of school?

- Yes
 No

Quality Area 1 is rated

Exceeding National Quality Standard

Quality Area 2 - Children's health and safety

| | | |
|---------------------|--|---|
| Standard 2.1 | Each child's health is promoted. | |
| 2.1.1 | Each child's health needs are supported. | <input checked="" type="radio"/> Met <input type="radio"/> Not Met |
| 2.1.2 | Each child's comfort is provided for and there are appropriate opportunities to meet each child's need for sleep, rest and relaxation. | <input checked="" type="radio"/> Met <input type="radio"/> Not Met |
| 2.1.3 | Effective hygiene practices are promoted and implemented. | <input checked="" type="radio"/> Met <input type="radio"/> Not Met |
| 2.1.4 | Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines. | <input checked="" type="radio"/> Met <input type="radio"/> Not Met |

Evidence for Standard 2.1

Each child's health was promoted.

The service ensured that adequate health and hygiene practices and safe practices for handling, preparing and storing food were implemented that minimised risks to children being educated and cared for by the service. The service had in place policies and procedures that were consistent with regulatory requirements in relation to; health and safety, infectious diseases, incidents, injury, trauma and illness and medical conditions. All children immediately approached the hand washing sink to wash hands on arrival to the service and prior to eating food. Educator's consistently role modelled hand washing and discussed why hand washing was important with children. Educators had put some considerable thought into information displays promoting healthy living lifestyles to children and families. Displays included information about immunisation and disease.

The service had an appropriate number of suitably equipped first aid kits that were readily available to the educators whenever the service was providing education and care to children.

There were appropriate opportunities to meet each child's need for sleep, rest and relaxation through the provision of planned spaces which contained bean bags, blankets and cushions. Children were independent and could help themselves to additional provisions if they required. The service had defined areas for children to retreat to for rest and relaxation if required educators guided children to rest and consistently monitored how all children were feeling.

In addition:

- The service worked closely with children and families to support, monitor and promote the individual health needs of children and to support all children to take increasing responsibility for their own health and physical wellbeing. Educators modelled and reinforced health and nutrition practices and provided educative opportunities for children that supported them to take to shared ownership of their personal health and wellbeing.

Standard 2.1 is rated Exceeding National Quality Standard

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|---------------------|---|---|
| Standard 2.2 | Healthy eating and physical activity are embedded in the program for children. | |
| 2.2.1 | Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child. | <input checked="" type="radio"/> Met <input type="radio"/> Not Met |
| 2.2.2 | Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child. | <input checked="" type="radio"/> Met <input type="radio"/> Not Met |

Evidence for Standard 2.2

Healthy eating and physical activity was embedded in the program for children.

Children were provided with a planned menu which included a large range of fresh food selections for breakfast and afternoon tea. Children were encouraged to drink and help themselves to snacks while at the program. Educators and children had worked on a healthy food pyramid which considered food selections and healthy food choices. A restaurant play experience further promoted food selections as educators commented on quantities of pretend food being served to them and when to recognise when they were full. Educators were willing to accommodate individual children's requests for breakfast. When a child requested if she could have a banana for breakfast the educator immediately responded to the child. Educators checked with all children on arrival to the service in the morning about how they were feeling and if they were hungry or required breakfast. Children's requests for additional food were considered and supported the health needs of the children and requests of the families.

Children were able to participate in a large range of physical experiences. The service gymnasium was used each day. The children participated in planned group games as well as independent choice of ball games and climbing resources. The service had direct access to the outdoors areas where children were familiar in playing on fixed playground equipment and the school sand pit. The service promoted physical activity and invited children's input to ideas for games and activities. A child's passion for soccer was included with in the program. Educators provided information on request from a parent to locate a local football team for their child to participate in.

In addition:

- The service provided experiences for children that were designed to contribute to a strong sense of health and wellbeing by actively and consistently promoting good nutrition and active lifestyles.

Standard 2.2 is rated Exceeding National Quality Standard

Standard 2.3 Each child is protected.

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|-------|---|---|
| 2.3.1 | Children are adequately supervised at all times. | <input checked="" type="radio"/> Met <input type="radio"/> Not Met |
| 2.3.2 | Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury. | <input checked="" type="radio"/> Met <input type="radio"/> Not Met |
| 2.3.3 | Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented. | <input checked="" type="radio"/> Met <input type="radio"/> Not Met |
| 2.3.4 | Educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect. | <input checked="" type="radio"/> Met <input type="radio"/> Not Met |

Evidence for Standard 2.3

Each child was protected.

Educators adjusted their supervision to support children's engagement in the service. Children were familiar with the service practice and adjusted access to areas in accordance with the service expectations. Activities were thoughtfully arranged to ensure effective supervision while also allowing children to access private and quiet play spaces. Educators respectfully monitored closed spaces and engaged with children to support aspects of supervision as required to maintain a safe and secure environment. Educators were proactive in ensuring children engaged safely within the service and used equipment in a safe manner. The service ensured risks were minimised and children were able to demonstrate confidence in a safe and secure play space.

Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practices and implemented. The service had in place an emergency and evacuation policy and procedures. Emergency and evacuation floor plans and instructions were prominently displayed near each exit at the education and care service premises. The emergency and evacuation procedures were documented and rehearsed at least every three months by the responsible person attending the service, staff members, volunteers and children. Educators were diligent in ensuring emergency procedures were well rehearsed, documented, reviewed and complimented the schools processes and the children's understanding. A study on bush fire prevention had been done.

Educators, co-ordinators and staff members were aware of their roles and responsibilities to respond to every child at risk of abuse or neglect. Educators and staff members at the service were aware of the existence and application of the current child protection law and were aware of their roles and responsibilities to respond to every child at risk of abuse or neglect. The educators and staff members gained this awareness by having completed training. Educators had developed close liaison with child protection services and were aware of protocols to support children's needs in accordance with their individual family needs. Educators had also developed support plans to ensure the successful inclusion of children in consultation with families protection services, and relevant school personal.

In addition:

- The service ensured practices for supervision and emergency procedures within the service were well rehearsed. The service was proactive in ensuring all staff were well aware of protective services practices and developed essential partnerships with parents and external agencies to ensure responsibilities were shared and well understood.

Standard 2.3 is rated Exceeding National Quality Standard

Quality Area 2 summary

QA2 Minor Adjustment notes

QA2 Quality Improvement Plan notes

QA2 Compliance notes

For Quality Area 2, is there an unacceptable risk to the health, safety or wellbeing of children?

- Yes
 No

Quality Area 2 is rated Exceeding National Quality Standard

Quality Area 3 - Physical environment

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| Standard 3.1 | The design and location of the premises is appropriate for the operation of a service. | |
| 3.1.1 | Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose. | <input checked="" type="radio"/> Met <input type="radio"/> Not Met |
| 3.1.2 | Premises, furniture and equipment are safe, clean and well maintained. | <input checked="" type="radio"/> Met <input type="radio"/> Not Met |
| 3.1.3 | Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space. | <input checked="" type="radio"/> Met <input type="radio"/> Not Met |

Evidence for Standard 3.1

The design and location of the premises was appropriate for the operation of a service.

The service premise was established in a permanent set area of the school. The service made use of the adjacent gymnasium facility each afternoon and the kitchen area which was well equipped for the children's use. The educators had presented the service to ensure children were able to be independent and confident in accessing resources and equipment. The service had easy access to the outdoor areas and children were familiar with how they were able to engage in all areas throughout the service.

The service was presented in an organised and visually aesthetic manner. Resources were presented and stored in an accessible manner. Children were responsible and replaced and supported packing away of activities in readiness for the next persons use. The service was cleaned each day by a professional cleaner in line with service and school policies. Educators monitored the environment and discussed with children the importance of maintenance and care of the environment as well as the provisions and resources they used.

Standard 3.1 is rated Meeting National Quality Standard

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|---------------------|---|---|
| Standard 3.2 | The environment is inclusive, promotes competence, independent exploration and learning through play. | |
| 3.2.1 | Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments. | <input checked="" type="radio"/> Met <input type="radio"/> Not Met |
| 3.2.2 | Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the program and allow for multiple uses. | <input checked="" type="radio"/> Met <input type="radio"/> Not Met |

Evidence for Standard 3.2

The environment was inclusive, promoted competence, independent exploration and learning through play.

Educators planned the environment so that it was inviting and comfortable for the children and could support a free flow of activity throughout each session. Educators ensured activities for quiet or sedentary play were available for children in all aspects of the program. An educator placed a comfortable blanket in the kitchen area for children who wished to sit quietly and play games while other children were busy and active during the breakfast routine.

Children were familiar with accessing additional resources to supplement activity and play. The store rooms were well resourced providing children with choices and open ended options to include in their play.

The environment was arranged to ensure that children could actively negotiate where they wished to play and spend as much or as little time in a particular experience. Children demonstrated they were familiar with what resources were available as they confidently made requests which were responded to.

Standard 3.2 is rated Meeting National Quality Standard

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

| | | |
|-------|--|---|
| 3.3.1 | Sustainable practices are embedded in service operations. | <input checked="" type="radio"/> Met <input type="radio"/> Not Met |
| 3.3.2 | Children are supported to become environmentally responsible and show respect for the environment. | <input checked="" type="radio"/> Met <input type="radio"/> Not Met |

Evidence for Standard 3.3

The service took an active role in caring for its environment and contributed to a sustainable future.
 The service was very responsive to the school practice of Nude food. Packaged foods were kept to a minimum at the service. Children demonstrated they were familiar with the utilisation of recycled and reused resources. A recycle bin was consistently utilised with in the program. A project to make a fort with recycled milk containers was being developed. The school practice of nude food and to reuse and recycle was actively promoted within the program. No rubbish bins were provided in the school playground environment and this practice was discussed and supported within the program. Rubbish was kept to a minimum in line with the school policy.

Donated resources were welcomed and families offered to contribute to the program. Shelving and role play materials were constructed from cardboard boxes and craft materials were reused as appropriate. Children had in conjunction with the school developed garden beds for the planting of vegetables. Seeds had been planted in containers in readiness to transplant to the garden. An investigation into the breeding and life cycle of Plover birds had recently occurred following the discovery of nesting birds at the school.

In addition:

- The service demonstrated a commitment to sustainability, and effectively capitalised on children's sense of wonder about the natural world to raise their awareness of ways to contribute to a sustainable future.

Standard 3.3 is rated Exceeding National Quality Standard

Quality Area 3 summary

| | |
|------------------------------------|--|
| QA3 Minor Adjustment notes | |
| QA3 Quality Improvement Plan notes | The service may like to further reflect on practice which promotes the flexible use the indoor and outdoor environments. The service may like to further consider how they organise to engage every child in quality experiences involving the built and natural environments. To further reflect on how the spaces provide the flexibility to respond to all children's individual needs, development, self-initiated play and exploration in both the morning and afternoon sessions. |
| QA3 Compliance notes | |

For Quality Area 3, is there an unacceptable risk to the health, safety or wellbeing of children?
 Yes
 No

Quality Area 3 is rated Meeting National Quality Standard

Quality Area 4 - Staffing arrangements

Standard 4.1

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

4.1.1

Educator-to-child ratios and qualification requirements are maintained at all times.

Met
 Not Met

Evidence for Standard 4.1

Staffing arrangements enhanced children's learning and development and ensured their safety and wellbeing.

Educator-to-child ratios and qualification requirements were met at all times the service was educating and caring for children. Additional educators were readily available to the service. The assistant principal was a regular additional educator to the program and supported the transition of children from the school to the program offering additional supervision and support for children to settle and engage in activity and play. Educators supported children to access areas of interest when indoors at the service. Children were able to access store rooms and to gather resources to support their interests and learning. There were opportunities which extended learning from the classroom into the service. This was evident in the high level of liaison which occurred between the school and service.

The following persons were in attendance at any place where children were being educated and cared for by the service; at least one educator who held a current approved first aid qualification and at least one educator with current approved anaphylaxis management training and at least one educator with current approved emergency asthma management training.

The staff records were complete for all staff members and included for each staff member who was 18 years and over details of the identifying number and expiry date of their current working with children check or details of their current Victorian Institute of Teaching (VIT) registration.

In addition:

- The staffing arrangements supported optimal learning environments for children, which enabled the service to deliver a quality education and care program based on the learning outcomes.

Standard 4.1 is rated Exceeding National Quality Standard

Standard 4.2

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

4.2.1

Professional standards guide practice, interactions and relationships.

Met
 Not Met

4.2.2

Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills and to improve practice and relationships.

Met
 Not Met

4.2.3

Interactions convey mutual respect, equity and recognition of each other's strengths and skills.

Met
 Not Met

Evidence for Standard 4.2

Educators, co-ordinators and staff members were respectful and ethical.

Educators supported the development of the service philosophy and were also guided by the key principles of the *Early Childhood Code of Ethics* and the *United Nations Declaration of the Rights of Children*. The practice of educators was consistent with the service philosophy and enhanced relationships with each other, children and families at the service. A culture of learning was actively promoted along with recognition of each other skills which was not only evident with adults but also reflected the manner in which the educators worked with children.

In addition:

- Educators spent additional time together discussing and reflecting on practice within the program. Educators documented and adjusted practice based on their own professional reflection. Educators mentored each other and sought out other professional support to enhance their knowledge and professional growth.

Standard 4.2 is rated Exceeding National Quality Standard

Quality Area 4 summary

QA4 Minor Adjustment notes

QA4 Quality Improvement Plan notes

QA4 Compliance notes

For Quality Area 4, is there an unacceptable risk to the health, safety or wellbeing of children?

- Yes
 No

Quality Area 4 is rated Exceeding National Quality Standard

Quality Area 5 - Relationships with children

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| Standard 5.1 | Respectful and equitable relationships are developed and maintained with each child. | |
| 5.1.1 | Interactions with each child are warm, responsive and build trusting relationships. | <input checked="" type="radio"/> Met <input type="radio"/> Not Met |
| 5.1.2 | Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning. | <input checked="" type="radio"/> Met <input type="radio"/> Not Met |
| 5.1.3 | Each child is supported to feel secure, confident and included. | <input checked="" type="radio"/> Met <input type="radio"/> Not Met |

Evidence for Standard 5.1

Respectful and equitable relationships were developed and maintained with each child.

Educators consistently demonstrated a sensitive and caring approach towards all children. Children were equally responsive towards the educators in offering spontaneous hugs and deliberate engagement to greet and say farewell. Educators offered children the opportunity to independently engage in the environment as a means to acquire life skills as the children demonstrated knowledge and independence in routine tasks such as preparing breakfast and packing away or setting of experiences.

Each child's interest and ideas were always considered or incorporated into the planned play spaces, as educators consistently drew on their observations to identify what children were interested in, how they would be able to confidently use a play space and feel secure in their environment. Educators were responsive in taking immediate action to support children's ideas and concepts. A new child was supported by peers as well as educators to participate in learning a new card game of *Uno*. Educators strategically sat next to the child and individually supported the child in partnership with children who were familiar with the rules of the game. A child who was eager to play soccer was consistently supported to share his current knowledge and skills. Educator's made available soccer nets and balls for this child. Older children were able to teach younger children skills and mentor and support new children to the service.

In addition:

- Educators established meaningful relationships with children and empowered children to play cooperatively and develop a strong understanding of their sense of self. Educators recognised individual children's skills and promoted this by incorporating leadership opportunities for children to demonstrate and showcase their knowledge.

Standard 5.1 is rated Exceeding National Quality Standard

| | | |
|---------------------|---|---|
| Standard 5.2 | Each child is supported to build and maintain sensitive and responsive relationships with other children and adults. | |
| 5.2.1 | Each child is supported to work with, learn from and help others through collaborative learning opportunities. | <input checked="" type="radio"/> Met <input type="radio"/> Not Met |
| 5.2.2 | Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts. | <input checked="" type="radio"/> Met <input type="radio"/> Not Met |
| 5.2.3 | The dignity and rights of every child are maintained at all times. | <input checked="" type="radio"/> Met <input type="radio"/> Not Met |

Evidence for Standard 5.2

Each child was supported to build and maintain sensitive and responsive relationships with other children and adults.

Educator's and children had collaborated together to develop consistent understanding of rules when determining what is fair or safe when engaged in play or when utilising resources within the service. Educators consistently appreciated and respected children's choices for emerging and developing friendships in supporting who children chose to interact or play with. Social groups were clearly evident and children would save a seat for a friend or ensure a plate of afternoon tea was kept for a friend who was busy in play.

Educator's had developed well informed strategies to support behaviour guidance which had included feedback from professional training, school colleagues, families and children. The emphasis was on providing consistent practice and support for children. A responsive and respectful atmosphere was present as children demonstrated a caring and helpful approach towards each other. Children were developing cooperative behaviours and were consistently encouraged to engage with each other in a calm and friendly manner. Children used timers to ensure fairness in using the IT equipment such as the computer and iPads. Children talked to each other about taking turns and how much time they needed to finish a task.

In addition:

- Educators were consistently responsive to children's participation, promoting social justice and collaboration between children. Educator's effectively role-modelled positive interactions and empowered children to play cooperatively and develop a strong understanding of their dignity and rights.

Standard 5.2 is rated Exceeding National Quality Standard

Quality Area 5 summary

QA5 Minor Adjustment notes

QA5 Quality Improvement Plan notes

QA5 Compliance notes

For Quality Area 5, is there an unacceptable risk to the health, safety or wellbeing of children?

- Yes
 No

Quality Area 5 is rated Exceeding National Quality Standard

Quality Area 6 - Collaborative partnerships with families and communities

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| Standard 6.1 | Respectful, supportive relationships with families are developed and maintained. | |
| 6.1.1 | There is an effective enrolment and orientation process for families. | <input checked="" type="radio"/> Met <input type="radio"/> Not Met |
| 6.1.2 | Families have opportunities to be involved in the service and contribute to service decisions. | <input checked="" type="radio"/> Met <input type="radio"/> Not Met |
| 6.1.3 | Current information about the service is available to families. | <input checked="" type="radio"/> Met <input type="radio"/> Not Met |

Evidence for Standard 6.1

Respectful, supportive relationships with families were developed and maintained.

The enrolment and orientation process at the service was flexible and supported the individual needs of the family. Families were offered formal tours of the service during school orientations and were invited to call in and view the service at any time. Families were initially offered a detailed brochure about the service and on enrolment a detailed handbook which included key policies and practices of the service. Families were able to communicate with the service directly or via the school administration area which was well informed to support parent enquiries.

Educator's demonstrated a strong commitment to engage and encourage families to contribute to the program. Information regarding the service practice was shared via visible poster displays, very detailed monthly newsletters and through regular verbal communication as well as individual profile folders which belonged to the children. Formal opportunities for families and children to contribute their ideas and opinions were offered via parent and children's surveys. Feedback from surveys was carefully collated and considered in development of the service and program.

In addition:

- Educators supported families to develop confidence and trust in the service and a connection with their child's experiences by engaging in practices that facilitated effective communication with all families and in providing regular opportunities for shared decision making. Children valued their individual profile folders and were eager to share with families and each other the content. Children demonstrated pride in the contents as it was their choice what they wanted to showcase. Folders were easily accessible and were treated as very important documents.

Standard 6.1 is rated Exceeding National Quality Standard

| | | |
|---------------------|--|---|
| Standard 6.2 | Families are supported in their parenting role and their values and beliefs about childrearing are respected. | |
| 6.2.1 | The expertise of families is recognised and they share in decision making about their child's learning and wellbeing. | <input checked="" type="radio"/> Met <input type="radio"/> Not Met |
| 6.2.2 | Current information is available to families about community services and resources to support parenting and family wellbeing. | <input checked="" type="radio"/> Met <input type="radio"/> Not Met |

Evidence for Standard 6.2

Families were supported in their parenting role and their values and beliefs about child rearing were respected.

Educators made a significant effort to seek input from families and recognised the significance of understanding each child's individual family background. Families were invited to contribute ongoing information about their children's learning and wellbeing. Educators demonstrated eagerness to understand individual needs and were responsive to the diverse cultures and lifestyles of families. Educators conversed with children and families acknowledging personal insights to home life and significant personal events such as the wellbeing of a family member or if the child had found the lost piece of clothing.

Educators had developed a large range of information for parents to view including health and parenting information. The service sent information to families each month via the newsletter and included parenting tips and community information.

- The service played an active role in supporting families in their parenting role by providing them with resources and information that supported them to engage with the broader community. The educators and children were eager to explore and learn about the diversity of their school and service community. Projects about culture and society were ongoing where children and families would offer information and insight to home life and cultural celebrations.

Standard 6.2 is rated Exceeding National Quality Standard

Standard 6.3

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

| | | |
|-------|--|---|
| 6.3.1 | Links with relevant community and support agencies are established and maintained. | <input checked="" type="radio"/> Met <input type="radio"/> Not Met |
| 6.3.2 | Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities. | <input checked="" type="radio"/> Met <input type="radio"/> Not Met |
| 6.3.3 | Access to inclusion and support assistance is facilitated. | <input checked="" type="radio"/> Met <input type="radio"/> Not Met |
| 6.3.4 | The service builds relationships and engages with their local community. | <input checked="" type="radio"/> Met <input type="radio"/> Not Met |

Evidence for Standard 6.3

The service collaborated with other organisations and service providers to enhance children's learning and wellbeing.

The service had developed strong links with the broader school community and local preschool services enhancing and promoting smooth transitions for children and families. Shared knowledge to further develop learning opportunities for children were developed. For example educator's had made a special enquiry to support a family to enrol their child in a local *AUS Kick* activity after school. Additional supports were evident in that the educators were able to draw on specialist services through the supports of the school as well as local support agencies as required. The educators had developed close connections with other OSHC providers in a local professional network contributing to enhancing local knowledge and other professional supports available.

In addition:

- The service extended on their immediate local knowledge to meet the needs of individual children and families. The service established efficient processes and maintained strong and consistent relationships in ensuring it was well advised and connected with community support agencies. The service had developed positive relationships with the school community and ensured families were well advised and supported in transitions to and from the service.

Standard 6.3 is rated Exceeding National Quality Standard

Quality Area 6 summary

QA6 Minor Adjustment notes

QA6 Quality Improvement Plan notes

QA6 Compliance notes

For Quality Area 6, is there an unacceptable risk to the health, safety or wellbeing of children?

- Yes
 No

Quality Area 6 is rated

Exceeding National Quality Standard

Quality Area 7 - Leadership and service management

| | | |
|---------------------|--|---|
| Standard 7.1 | Effective leadership promotes a positive organisational culture and builds a professional learning community. | |
| 7.1.1 | Appropriate governance arrangements are in place to manage the service. | <input checked="" type="radio"/> Met <input type="radio"/> Not Met |
| 7.1.2 | The induction of educators, co-ordinators and staff members is comprehensive. | <input checked="" type="radio"/> Met <input type="radio"/> Not Met |
| 7.1.3 | Every effort is made to promote continuity of educators and co-ordinators at the service. | <input checked="" type="radio"/> Met <input type="radio"/> Not Met |
| 7.1.4 | Provision is made to ensure a suitably qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning. | <input checked="" type="radio"/> Met <input type="radio"/> Not Met |
| 7.1.5 | Adults working with children and those engaged in management of the service or residing on the premises are fit and proper. | <input checked="" type="radio"/> Met <input type="radio"/> Not Met |

Evidence for Standard 7.1

Effective leadership promoted a positive organisational culture and built a professional learning community.

The service was located within the facilities of a local community government school. The person with management and control was also the nominated supervisor of the program. The school council actively supported the program. Adults working directly with children and those engaged in management of the service were fit and proper. A responsible person was present at all times the service was educating and caring for children and all responsible persons met the relevant regulatory requirements. The service had made further effort to ensure additional staff were available to support the management of the service in the circumstance the nominated supervisor was not available at the service.

All educators at the service were long term employees and had supported the development of the program creating a consistent and supportive learning environment for the children and families. The school office manager supported the initial induction process for educators and continued to review the process to be in line with new service policies and processes.

The nominated supervisor was also the educational leader. Regular meetings and support plans were in place to guide educators and ongoing professional practice.

In addition:

- The service worked directly within the school and had established a strong leadership environment. Processes were regularly reviewed in partnership between the service and the school and ensured consistent and mutual understandings for all stakeholders. The school had established a central office administration area for the service to ensure supports were well connected and to enable families to easily connect and contact the service.

Standard 7.1 is rated Exceeding National Quality Standard

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| Standard 7.2 | There is a commitment to continuous improvement. | |
| 7.2.1 | A statement of philosophy is developed and guides all aspects of the service's operations. | <input checked="" type="radio"/> Met <input type="radio"/> Not Met |
| 7.2.2 | The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance and improvement. | <input checked="" type="radio"/> Met <input type="radio"/> Not Met |

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| 7.2.3 | An effective self-assessment and quality improvement process is in place. | <input checked="" type="radio"/> Met <input type="radio"/> Not Met |
|-------|---|---|

Evidence for Standard 7.2

There was a commitment to continuous improvement.
 There was a commitment to continuous improvement.

The service's statement of philosophy guided all aspects of the service's operations for example, an emphasis on a caring environment was most evident in the obvious rapport all educators had with the children and families at the service.

The performance of educators, co-ordinators and staff members was evaluated and individual development plans were in place to support performance improvement. All educators and staff members had a documented individual development plan in place to support their future performance improvement. Plans were reviewed and updated to reflect progress of professional development. An effective self-assessment and quality improvement process was in place. A quality improvement plan was prepared for the service that included a statement of philosophy and an assessment by the approved provider of the quality of the practices of the service against the National Quality Standard and the regulations. The quality improvement plan had been reviewed and revised at least annually and areas that required improvement were identified. The quality improvement plan had been developed and reviewed in consultation with the school community, families and children of the service.

In addition:

- The service was very receptive to continuous improvement and was eager to reflect on current service practice and continued development. The service sought regular feedback from key stakeholders and was responsive to address key areas of concern or to enhance current practice. The service had embraced the learning framework My Time Our Place and had made significant effort to inform and share insights with families of the service.

| | |
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| Standard 7.2 is rated | Exceeding National Quality Standard |
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|---------------------|---|--|
| Standard 7.3 | | Administrative systems enable the effective management of a quality service. |
| 7.3.1 | Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements. | <input checked="" type="radio"/> Met <input type="radio"/> Not Met |
| 7.3.2 | Administrative systems are established and maintained to ensure the effective operation of the service. | <input checked="" type="radio"/> Met <input type="radio"/> Not Met |
| 7.3.3 | The Regulatory Authority is notified of any relevant changes to the operation of the service, of serious incidents and any complaints which allege a breach of legislation. | <input checked="" type="radio"/> Met <input type="radio"/> Not Met |
| 7.3.4 | Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner. | <input checked="" type="radio"/> Met <input type="radio"/> Not Met |
| 7.3.5 | Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly. | <input checked="" type="radio"/> Met <input type="radio"/> Not Met |

Evidence for Standard 7.3

Administrative systems enabled the effective management of a quality service.

Administrative systems were established and maintained to ensure the effective operation of the service. Administrative systems were established, maintained and contributed to the effective operation of the service. For example families received regular information updates with monthly invoice statements.

Records and information was stored appropriately to ensure confidentiality, were available at the service and were maintained in accordance with legislative requirements. The approved provider took reasonable steps to ensure that all the prescribed documents were maintained in accordance with the legislative requirements and stored safely and securely to protect the confidentiality of families, children and educators. The prescribed documents were available for inspection and the prescribed information was displayed at the main entrance of the education and care service.

The service was aware of the requirements to notify the Department of any relevant changes to the operation of the service, of any serious incidents and any complaints alleging the safety, health or wellbeing of a child may have been compromised or there had been a contravention of the National Law and/or National Regulations. The Department had been notified of any relevant changes to the operation of the service and of any serious incidents and complaints. For example, the service had notified the Department of all relevant notifications and had responded to compliance issues in a timely manner following a recent compliance inspection of the service.

Processes were in place to ensure that all grievances and complaints were addressed, investigated fairly and documented in a timely manner. The service had in place a policy and procedures for dealing with complaints and grievances and these were addressed and investigated fairly and documented in a timely manner.

Service practices were based on effectively documented policies and procedures that were available at the service and reviewed regularly. The required policies and procedures were in place and they aligned with regulatory requirements. They were readily accessible and available for inspection at the education and care service premises at all times that the service was educating and caring for children and were regularly reviewed and updated. Families were advised of any amended, updated or new policies.

In addition:

- The service had effective administration and records management systems in place and documented policies and procedures contributed to the service environment. The efficiency and effectiveness of the service's administration systems had a positive impact on educators' capacity to deliver a quality education and care environment for children.

Standard 7.3 is rated Exceeding National Quality Standard

Quality Area 7 summary

QA7 Minor Adjustment notes

QA7 Quality Improvement Plan notes

QA7 Compliance notes

For Quality Area 7, is there an unacceptable risk to the health, safety or wellbeing of children?

Yes

No

Quality Area 7 is rated

Exceeding National Quality Standard

Assessment and rating summary

| | |
|-------------------------|-------------------------------------|
| Quality Area 1 is rated | Exceeding National Quality Standard |
| Quality Area 2 is rated | Exceeding National Quality Standard |
| Quality Area 3 is rated | Meeting National Quality Standard |
| Quality Area 4 is rated | Exceeding National Quality Standard |
| Quality Area 5 is rated | Exceeding National Quality Standard |
| Quality Area 6 is rated | Exceeding National Quality Standard |
| Quality Area 7 is rated | Exceeding National Quality Standard |
| Overall rating | Exceeding National Quality Standard |

Summary comments

The service has achieved an overall rating of Exceeding in the assessment and rating process for the National Quality Standards. This was attributed to the effective management and leadership of the service which was based on strong partnerships and communication with all stakeholders.

The service had developed an active presence by engaging effectively with in the school and local community and in supporting families in their parenting role by being a reliable source of information on support services for children.

Educators ensured that the environments were well planned and children were able to immediately engage in a variety of interesting experiences which supported opportunities to develop social friendships, to discover, learn and play. Resources and materials were aesthetically arranged and there was appropriate space to support physical play and development.

Educators developed caring and trusting relationships with children to build upon their sense of belonging and promote their wellbeing. Educators planned programs that were based upon the interests of children to enhance opportunities for learning.

Minor Adjustment notes summary

| | |
|----------------|----------------------|
| Quality Area 1 | <input type="text"/> |
| Quality Area 2 | <input type="text"/> |
| Quality Area 3 | <input type="text"/> |
| Quality Area 4 | <input type="text"/> |
| Quality Area 5 | <input type="text"/> |
| Quality Area 6 | <input type="text"/> |
| Quality Area 7 | <input type="text"/> |

Quality Improvement Plan notes summary

| | |
|----------------|---|
| Quality Area 1 | <input type="text"/> |
| Quality Area 2 | <input type="text"/> |
| Quality Area 3 | <p>The service may like to further reflect on practice which promotes the flexible use the indoor and outdoor environments.</p> <p>The service may like to further consider how they organise to engage every child in quality experiences involving the built and natural environments. To further reflect on how the spaces provide the flexibility to respond to all children's individual needs, development, self-initiated play and exploration in both the morning and afternoon sessions.</p> |
| Quality Area 4 | <input type="text"/> |
| Quality Area 5 | <input type="text"/> |
| Quality Area 6 | <input type="text"/> |
| Quality Area 7 | <input type="text"/> |

Compliance notes summary

| | |
|----------------|----------------------|
| Quality Area 1 | <input type="text"/> |
| Quality Area 2 | <input type="text"/> |
| Quality Area 3 | <input type="text"/> |
| Quality Area 4 | <input type="text"/> |
| Quality Area 5 | <input type="text"/> |
| Quality Area 6 | <input type="text"/> |
| Quality Area 7 | <input type="text"/> |