

# Cowell Early Childhood Centre

## Quality Improvement Plan

2014



## Service details

<b>Service name</b>	<b>Service approval number</b>
Cowell Early Childhood Centre	SE0010281
<b>Primary contact at service</b>	
Lauren Hannemann	
<b>Physical location of service</b>	<b>Physical location contact details</b>
Street: 42 Story Road Suburb: Cowell State/territory: South Australia Postcode: 5602	Telephone: (08) 8629 2243 Mobile: Fax: (08) 8629 2099 Email: lauren.hannemann176@schools.sa.edu.au
<b>Approved Provider</b>	<b>Nominated Supervisor</b>
Primary contact: Trish Strachan Telephone: (08) 8226 3644 Mobile: 0401 123 377 Fax: (08) 8226 3644 Email: trish.strachan@sa.gov.au	Name: Lauren Hannemann Telephone: (08) 8629 2243 Mobile: 0408 018 553 Fax: (08) 8629 2099 Email: lauren.hannemann176@schools.sa.edu.au
<b>Postal address (if different to physical location of service)</b>	
Street: PO BOX 68 Suburb: Cowell State/territory: SA Postcode: 5602	

## Operating hours

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time		Kindy 9:00am Occasional Care 9:00am	Occasional Care 9:00am	Kindy 9:00am Occasional Care 9:00am	Kindy 9:00am Fortnightly Alternating Weeks Playgroup 10:00am		
Closing time		Kindy 3:00pm Occasional Care 11:45am	Occasional Care 11:45	Kindy 3:00pm Occasional Care 11:45am	Kindy 3:00pm Fortnightly Alternating Weeks Playgroup 12:00pm		

## Additional information about your service

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

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

There is parking for parents and visitors at the front of the centre, with staff parking at the rear of the centre.

Our centre follows South Australian term dates.

We have a fantastic school transition programme currently being implemented. The term prior to the child starting school they attend school for 6 morning sessions, occurring on the Wednesday. The consolidation sessions then build up to the child attending 2 days until lunch time and then 2 whole school days in readiness for their entry to school after the holidays.

Each other week on a Tuesday all the Kindy children visit the school for a lesson and on alternating weeks the Reception/year 1 class comes to visit us at Kindy.

### **How are the children grouped at your service?**

The Kindergarten and Occasional Care children share all areas of the centre, although there are different activities set up depending on age and ability levels. The children sit together at large tables on the decking for their snack and meal times.

### **Write the name and position of person(s) responsible for submitting this Quality Improvement Plan**

Nominated Supervisor – Lauren Hannemann

## Service statement of philosophy

The practices of our Centre are based on this philosophy which was developed in consultation with parents/carers and staff. It is the philosophy that children are encouraged to learn and grow by providing a foundation of developmentally appropriate experiences where all children can succeed in a safe and nurturing environment. We believe that each child and family is unique. We recognise the need for children to develop understanding and respect for themselves and others. We recognise that parents are the child's first teachers and that children learn best when parents are involved in their educational program. The primary bridge between home and school is the involvement of family and community. We acknowledge the critical importance of children, parents/carers and staff as partners in a learning community that promotes the wellbeing, education and development of all children. We believe that attachment, interaction and wellbeing are fundamental elements in providing high quality care.

Children are supported to realise their potential through opportunities to:

- Build positive relationships with caregivers and peers
- Play and have fun
- Imagine and create
- Solve problems
- Imitate and model
- Discover and explore
- Experiment
- Express thoughts and ideas
- Reflect on experiences
- Propose theories and reasons
- Master skills
- Have meaningful experiences

We believe that the role of adults is to provide a safe, stimulating and responsive environment where positive reinforcement and encouragement make learning rewarding and enjoyable. We acknowledge, appreciate and incorporate the culture and diversity of all people within our community. We recognise and value the knowledge and commitment of our staff team and fully support their continuing professional development.

In accordance with our philosophy we strive to:

- Create a happy, warm and welcoming atmosphere.
- Promote a sense of belonging for all children and families.
- Ensure the Centre is a safe and clean environment at all times.
- Support Children's learning in a fun and nurturing environment.



## Quality Area 1: Educational program and practice

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

### Quality Area 1: Standards and elements

<b>Standard 1.1</b>	<b>An approved learning framework informs the development of a curriculum that enhances each child's learning and development.</b>	
	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.
	Element 1.1.2	Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.
	Element 1.1.3	The program, including routines, is organised in ways that maximise opportunities for each child's learning.
	Element 1.1.4	The documentation about each child's program and progress is available to families.
	Element 1.1.5	Every child is supported to participate in the program.
	Element 1.1.6	Each child's agency is promoted, enabling them to make choices and decisions and influence events and their world.
<b>Standard 1.2</b>	<b>Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.</b>	
	Element 1.2.1	Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.
	Element 1.2.2	Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.
	Element 1.2.3	Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.

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

Standard/element	National Law (section) and National Regulations (regulation)	
1.1	section 168	Offence relating to required programs
1.1	section 323	Approved learning framework
1.1	regulation 73	Educational programs
1.1	regulation 75	Information about the educational program to be kept available
1.1	regulation 76	Information about educational program to be given to parents
1.2	regulation 74	Documenting of child assessments or evaluations for delivery of educational program

## Quality Improvement Plan for QA1

Strengths	
	<ul style="list-style-type: none"> <li>▪ All staff at the centre have a fantastic knowledge of each child, therefore they are able to plan and implement activities/play scenarios that contribute to each child's learning and development outcomes.</li> <li>▪ Routines are well organised.</li> <li>▪ Children's learning is documented in their profile books.</li> <li>▪ All children are supported whole heartedly to participate in the programs by staff.</li> <li>▪ Staff guide children to make choices and decisions that enable them to be an active and positive contributor to their world.</li> <li>▪ Staff do an excellent job at responding to children's ideas and play scenarios and help them build on concepts and ideas of their play. They continually make use of 'teachable moments' to extend children's learning and model an array of curriculum concepts.</li> <li>▪ As a staff we make time to 'de-brief' after each session.</li> <li>▪ Photos are used as documentation of children's learning.</li> </ul>

## Summary of strengths for QA1

## Key improvements sought for QA1

<b>Standard/element 1.1.2</b>	Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.	
	<b>Identified issue</b>	Staff have great knowledge of the children, their interests, capabilities, culture etc. However planning is rarely done in consultation with families.
<b>Standard/element 1.2.1</b>	Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.	
	<b>Identified issue</b>	Although we use the profile books as a way to document the child's learning we need to establish a routine of recording observations, anecdotes etc.
<b>Standard/element 1.2.3</b>	Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.	
	<b>Identified issue</b>	Our documentation of children's learning is not formal enough.

## Improvement Plan

Standard/element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1.1.2	Improved collaboration with children and families regarding planning for the individual child.	H	<ul style="list-style-type: none"> <li>- Conduct annual interviews/questionnaires with parents and children to discuss goals and interests.</li> <li>- Use this information and what we know at the centre to plan for an individual learning project for the child.</li> <li>- Reflect with the child and family on this project.</li> </ul>	Do the families feel that they are a part of their child's learning program? We will discuss this with families and reflect.	<p>This is ongoing from last year.</p> <p>All year</p>	
1.2.1	Establish routines to record observations, anecdotes etc.	M	<ul style="list-style-type: none"> <li>- Ask other preschools how they manage their documentation.</li> <li>- Identify a strategy</li> <li>- Implement</li> <li>- Review success</li> </ul>	Staff are able to document a child's learning in a way that does not take up a lot of time and that is effective and thorough.	<p>This is ongoing from last year</p> <p>July 2014</p>	
1.2.3	A formal way to document our critical reflection on a child's learning and development and how we use it to guide our teaching.	M	<ul style="list-style-type: none"> <li>- Staff discussions and reflections are documented as a part of the above outcome.</li> </ul>	Are staff making time to do this and is it effective?	July 2014	



## Quality Area 2: Children's health and safety

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

### Quality Area 2: Standards and elements

<b>Standard 2.1</b>	<b>Each child's health is promoted.</b>	
	Element 2.1.1	Each child's health needs are supported.
	Element 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.
	Element 2.1.3	Effective hygiene practices are promoted and implemented.
	Element 2.1.4	Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines.
<b>Standard 2.2</b>	<b>Healthy eating and physical activity are embedded in the program for children.</b>	
	Element 2.2.1	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.
	Element 2.2.2	Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.
<b>Standard 2.3</b>	<b>Each child is protected.</b>	
	Element 2.3.1	Children are adequately supervised at all times.
	Element 2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.
	Element 2.3.3	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
	Element 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.



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

Standard/element	National Law (section) and National Regulations (regulation)	
2.1.2, 2.3.1, 2.3.2	section 165	Offence to inadequately supervise children
2.3.2	section 167	Offence relating to protection of children from harm and hazards
2.1.3, 2.1.4, 2.2.1	regulation 77	Health, hygiene and safe food practices
2.2.1	regulation 78	Food and beverages
2.2.1	regulation 79	Service providing food and beverages
2.2.1	regulation 80	Weekly menu
2.1.2	regulation 81	Sleep and rest
2.3.2	regulation 82	Tobacco, drug and alcohol free environment
2.3.2	regulation 83	Staff members and family day care educators not to be affected by alcohol or drugs
2.3.4	regulation 84	Awareness of child protection law
2.1.4, 2.3.3, 2.3.4	regulation 85	Incident, injury, trauma and illness policies and procedures
2.1.4, 2.3.3, 2.3.4	regulation 86	Notification to parents of incident, injury, trauma and illness
2.1.4, 2.3.3, 2.3.4	regulation 87	Incident, injury, trauma and illness record
2.1.4	regulation 88	Infectious diseases
2.1.4	regulation 89	First aid kits



Standard/element	National Law (section) and National Regulations (regulation)	
2.1.1, 2.1.4, 2.3.2	regulation 90	Medical conditions policy
2.1.1, 2.1.4, 2.3.2	regulation 91	Medical conditions policy to be provided to parents
2.1.1, 2.1.4	regulation 92	Medication record
2.1.1, 2.1.4	regulation 93	Administration of medication
2.1.1, 2.1.4	regulation 94	Exception to authorisation requirement—anaphylaxis or asthma emergency
2.1.1, 2.1.4	regulation 95	Procedure for administration of medication
2.1.1, 2.1.4	regulation 96	Self-administration of medication
2.3.3	regulation 97	Emergency and evacuation procedures
2.3.3	regulation 98	Telephone or other communication equipment
2.3.2	regulation 99	Children leaving the education and care premises
2.3.1, 2.3.2	regulation 100	Risk assessment must be conducted before excursion
2.3.1, 2.3.2	regulation 101	Conduct of risk assessment for excursion
2.3.1, 2.3.2	regulation 102	Authorisation for excursions



	<b>Related requirements</b>	
2.3.3	regulation 160	Child enrolment records to be kept by approved provider and family day care educator
2.1.1, 2.3.2, 2.3.3	regulation 161	Authorisations to be kept in enrolment record
2.1.1, 2.1.4, 2.3.2, 2.3.3	regulation 162	Health information to be kept in enrolment record
2.1.1, 2.1.3, 2.1.4, 2.2.1, 2.3	regulation 168	Education and care service must have policies and procedures
2.1.3, 2.2.1, 2.3	regulation 168(2)(a)	Policies and procedures are required in relation to health and safety, including matters relating to: (i) nutrition, food and beverages, dietary requirements; and (ii) sun protection; and (iii) water safety, including safety during any water based activities; and (iv) the administration of first aid
2.1.4, 2.3.3	regulation 168(2)(b)	Policies and procedures are required in relation to incident, injury, trauma and illness procedures complying with regulation 85
2.1.4	regulation 168(2)(c)	Policies and procedures are required in relation to dealing with infectious diseases, including procedures complying with regulation 88
2.1.1, 2.3.3	regulation 168(2)(d) in regulation 90	Policies and procedures are required in relation to dealing with medical conditions in children, including the matters set out in regulation 90
2.3.3	regulation 168(2)(e)	Policies and procedures are required in relation to emergency and evacuation, including the matters set out in regulation 97
2.3.2	regulation 168(2)(g)	Policies and procedures are required in relation to excursions, including procedures complying with regulations 100 -102

2.3	regulation 168(2)(h)	Policies and procedures are required in relation to providing a child-safe environment
2.1.1, 2.1.4, 2.3.3, 2.3.4	regulation 177	Prescribed enrolment and other documents to be kept by approved provider: (1)(b) an incident, injury, trauma and illness record as set out in regulation 87 (1)(c) a medication record as set out in regulation 92
2.1.1, 2.1.4, 2.3.3, 2.3.4	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator: (1)(b) an incident, injury, trauma and illness record as set out in regulation 87 (1)(c) a medication record as set out in regulation 92

## Quality Improvement Plan for Q2

### Summary of strengths for QA2

<b>Strengths</b>	<ul style="list-style-type: none"> <li>▪ Our Centre has a Healthy Eating Policy which has been enforced well at the Centre. Parents are very willing to provide sensible and healthy lunches. We also have a box of fresh fruit donated every week from IGA Cowell, with the children having shared fruit every morning.</li> <li>▪ We have very good hygiene practices with gloves being worn during nappy changing, accidents involving blood. Children also are encouraged to cover their mouths with their arm or hand when sneezing or coughing.</li> <li>▪ Parents are very supportive when their child has an infectious disease and keep them home or take extra precautions.</li> <li>▪ All parents will come in and administer medications to their child.</li> <li>▪ In case of injury or mishap, there is a record book which is kept up to date and all staff are required to fill out after each accident/mishap. This form is then discussed with the parent and they sign the form to acknowledge.</li> <li>▪ Supervision is very well catered for with extra staff to support special needs children. Staff are very well aware of the need to supervise very closely with all children being accounted for at all times.</li> <li>▪ All staff have made every effort to keep updated with Responding to Abuse and Neglect training and know their responsibilities and obligations.</li> <li>▪ We practise invacuation and evacuation procedures each term and record them.</li> <li>▪ Children take part in the Allied Health Programs “Eat a Rainbow”, “Hand Washing”, “SunSmart” and “Nose Blowing”.</li> </ul>
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### Key improvements sought for QA2



<b>Standard/element</b> 2.1.3	Effective hygiene practices are promoted and implemented
<b>Identified issue</b>	The centre does not have a routine for toy washing and there is no nappy changing procedure displayed
<b>Standard/element</b> 2.2.1	Healthy Eating is promoted and food and drinks provided are nutritious and appropriate for each child.
<b>Identified issue</b>	The healthy eating policy needs to be adjusted as we are going to be nut free in 2014
<b>Standard/element</b> 2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.
<b>Identified issue</b>	Need to ensure we have our WHS folder up to date with Risk Assessments and a place to report faults.

## Improvement Plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
2.1.3	A toy washing roster Nappy changing procedures displayed in the changing area so that we are reducing the risk of spreading disease and keeping the children safe.	H	<ul style="list-style-type: none"> <li>- Identify toys that need to be washed each week and those that can be washed once a term.</li> <li>- Make a roster.</li> <li>- Identify a nappy changing procedure and display in changing area.</li> </ul>	Check to see if roster is being used. Consult with staff if the nappy changing procedure is suitable.	April 2014	
2.2.1	To have an updated Healthy Eating Policy that is nut free for the healthy and safety of all children.	H	<ul style="list-style-type: none"> <li>- Review the policy</li> <li>- Talk with the parent of the anaphylaxis child</li> <li>- Consult with the staff</li> <li>- Take to Governing Council</li> </ul>	Have a new implemented policy	March 2014	
2.3.2	An updated folder for any WHS issues and information to go (risk assessments and a place to record faults or issues.	H	<ul style="list-style-type: none"> <li>- Lauren to research what goes in the folder</li> <li>- Show staff how and where the folder is to be kept</li> </ul>	Have a place where all records are being recorded and dealt with.	July 2014	

## Quality Area 3: Physical environment

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

### Quality Area 3: Standards and elements

<b>Standard 3.1</b>	<b>The design and location of the premises is appropriate for the operation of a service.</b>	
	Element 3.1.1	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.
	Element 3.1.2	Premises, furniture and equipment are safe, clean and well maintained.
	Element 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.
<b>Standard 3.2</b>	<b>The environment is inclusive, promotes competence, independent exploration and learning through play.</b>	
	Element 3.2.1	Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.
	Element 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.
<b>Standard 3.3</b>	<b>The service takes an active role in caring for its environment and contributes to a sustainable future.</b>	
	Element 3.3.1	Sustainable practices are embedded in service operations.
	Element 3.3.2	Children are supported to become environmentally responsible and show respect for the environment.

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

Standard/element	National Law (section) and National Regulations (regulation)
3.1.2	regulation 103 Premises, furniture and equipment to be safe, clean and in good repair
3.1.1	regulation 104 Fencing and security
3.2.2	regulation 105 Furniture, materials and equipment
3.1.1	regulation 106 Laundry and hygiene facilities
3.1.1	regulation 107 Space requirements—indoor
3.1.1	regulation 108 Space requirements—outdoor space
3.1.1	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
3.2.1	regulation 113 Outdoor space—natural environment
3.1.1	regulation 114 Outdoor space—shade
3.1.3	regulation 115 Premises designed to facilitate supervision
3.1.2	regulation 116 Assessments of family day care residences and approved family day care venues
3.1.1	regulation 117 Glass (additional requirement for family day care)

	Related requirements
	Part 3 of the National Law: Service Approval
	regulation 25                      Additional information about proposed education and care service premises
	Regulations 41-45                  Service waiver and temporary waiver

## Quality Improvement Plan for QA 3

### Summary of strengths for QA3

<b>Strengths</b>	<ul style="list-style-type: none"> <li>▪ All outdoor equipment is suitable for most age groups and there is specific equipment as well for the younger age group. All equipment, etc is very well maintained, of high quality and very safe.</li> <li>▪ OUTSIDE - We have a variety of play areas which incorporate different skills, including sand pit, cubby house, swings, mini trampoline, cube blocks with slide, large grass area, decking area, small climbing frames, painting area.</li> <li>▪ All outside resources are stored in an outside shed and are alternated over approximately a three/four week period for maximum play. The same equipment comes out every day for that week only.</li> <li>▪ INSIDE – There are book shelves, puzzle areas, block corner, home corner, writing/drawing table, kitchen, playdough/manipulative table, large mat areas for mat sessions, music, play materials (construction, building), collage trolley.</li> <li>▪ We have plenty of materials and resources inside that are rotated the same as outside.</li> <li>▪ The centre has a cleaner who thoroughly cleans a number of times a week.</li> </ul>
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## Key improvements sought for QA3

<b>Standard/element</b> 3.1.1	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.	
	<b>Identified issue</b>	The centre has no edible garden.
<b>Standard/element</b> 3.2.1	Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.	
	<b>Identified issue</b>	No permanent play ground or structure to promote gross motor development.
<b>Standard/element</b> 3.3.2	Children are supported to become environmentally responsible and show respect for the environment.	
	<b>Identified issue</b>	Lack of sustainability education in the centre.

## Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
3.1.1	To develop an edible garden so that children have the opportunity to discover gardening and all the wonderful learning opportunities that it will bring. We would be able to plant a number of vegetables and then use them in the cooking we do at the centre. It has been noted that children are more willing to try new or unusual food if they have grown and prepared it themselves.	M	<ul style="list-style-type: none"> <li>- Get the area paved</li> <li>- Install the planter boxes</li> <li>- Get the soil ready</li> <li>- Work with parents and local businesses to find some plants to plant</li> </ul>	All children will have the opportunity to access the garden and reap the rewards of the gardens produce.	May 2014	
3.2.1	To have a permanent structure in the outdoor area that promotes gross motor development and that blends into the natural environment. A structure that fosters creative/imaginary play and can be used in a number of ways.	L	<ul style="list-style-type: none"> <li>- Consult with Catherine Hunt for ideas</li> <li>- Develop a costed plan for the structure</li> <li>- Take it to Governing Council</li> <li>- Identify funding for the project</li> <li>- Implement the plan</li> </ul>	All children will be able to use the structure and it will last a long time	UNSURE waiting for the results of the RURAL CARE application	
3.3.2	For children to be involved in hands on sustainability projects so that they are aware our responsibility to take care of our world. We would aim to include; <ul style="list-style-type: none"> <li>- Worm farm</li> <li>- Edible garden</li> <li>- Recycling</li> </ul>	L	<ul style="list-style-type: none"> <li>- Install the recycling bins and teach the children how to use them</li> <li>- Enquire about a worm farm</li> </ul>	All children will be able to see the cycle of waste management through the worm farm and garden and how this can be applied to recycling other materials.	April 2014	

## Quality Area 4: Staffing arrangements

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

### Quality Area 4: Standards and elements

<b>Standard 4.1</b>	<b>Staffing arrangements enhance children's learning and development and ensure their safety and wellbeing.</b>	
	Element 4.1.1	Educator-to-child ratios and qualification requirements are maintained at all times.
<b>Standard 4.2</b>	<b>Educators, co-ordinators and staff members are respectful and ethical.</b>	
	Element 4.2.1	Professional standards guide practice, interactions and relationships.
	Element 4.2.2	Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships.
	Element 4.2.3	Interactions convey mutual respect, equity and recognition of each other's strengths and skills.

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

Standard/element	National Law (section) and National Regulations (regulation)	
4.1	regulation 169	Offence relating to staffing arrangements
4.1	regulation 118	Educational leader
4.1	regulations 119–120	Age and supervision requirements
4.1	regulations 121–124	Minimum number of educators required

Standard/element	National Law (section) and National Regulations (regulation)	
4.1	regulations 125–128	Educational qualifications for educators
4.1	regulations 129–135	Requirements for educators who are early childhood teachers
4.1	regulation 136	First aid qualifications
4.1	regulations 137–143	Approval and determination of qualifications
4.1	regulation 144	Family day care educator assistant
4.1	regulations 145–15	Staff and educator records—centre-based services
4.1	regulation 153	Register of family day care educators
4.1	regulation 154	Record of staff, family day care coordinators and family day care educator assistants
	<b>Related requirements</b>	
4.1	section 161	Offence to operate education and care service without nominated supervisor
4.1	section 162	Offence to operate education and care service unless responsible person is present
4.1	section 163	Offence relating to appointment or engagement of family day care coordinators
4.1	regulations 46–54	Supervisor certificates
4.2	regulation 55	Quality improvement plans
4.1	regulation 168(2)(i)	Policies and procedures are required in relation to staffing including a code of conduct for staff members; determining the responsible person present at the service and the participation of volunteers and students on practicum placements.

## Quality Improvement Plan for QA4

### Summary of strengths for QA4

<b>Strengths</b>	<ul style="list-style-type: none"> <li>▪ The Director is present at all times when any children are present in the Centre, with one or two Early Childhood Workers (ECW) as support, as it depends on the services being run at the time. With Occasional Care we have an extra staff member (who is qualified with Certificate III) who runs this service alongside the Kindy service.</li> <li>▪ Kindy and Occasional Care staff discuss activities and themes for all children, so there is continuity over all ages within the Centre.</li> <li>▪ All staff have current First Aid qualifications</li> </ul>
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### Key improvements sought for QA4

<b>Standard/element 4.2.1</b>	Professional standards guide practice, interactions and relationships	
	<b>Identified issue</b>	The handbook for new and existing staff and induction folder needs to be updated
<b>Standard/element 4.2.2</b>	Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships.	
	<b>Identified issue</b>	ECWs do not have their certificate 111



## Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
4.2.1	Re-do the entire handbook with our update site specific policies, the centre's routine and philosophy.	L	Collect the resources and put into a user friendly folder	All staff, new or old will all have the latest information and induction.	August 2014	
4.2.2	For all ECWs to be working towards their certificate 111 in 2013/2014	H	To ensure that Vicki completes her studies this year	Vicki will finish her certificate	April 2014	



## Quality Area 5: Relationships with children

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

### Quality Area 5: Standards and elements

<b>Standard 5.1</b>	<b>Respectful and equitable relationships are developed and maintained with each child.</b>	
	Element 5.1.1	Interactions with each child are warm, responsive and build trusting relationships.
	Element 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.
	Element 5.1.3	Each child is supported to feel secure, confident and included.
<b>Standard 5.2</b>	<b>Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.</b>	
	Element 5.2.1	Each child is supported to work with, learn from and help others through collaborative learning opportunities.
	Element 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.
	Element 5.2.3	The dignity and the rights of every child are maintained at all times.



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

Standard/element	National Law (section) and National Regulations (regulation)	
5.2	section 166	Offence to use inappropriate discipline
5.1, 5.2	regulation 155	Interactions with children
5.2	regulation 156	Relationships in groups
	<b>Related requirements</b>	
5.1, 5.2	regulation 73	Educational program
5.1, 5.2	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
5.1, 5.2	regulation 162(2)(j) 155 and 156	Policies and procedures are required in relation to interactions with children, including the matters set out in regulations

## Quality Improvement Plan for QA5

### Summary of strengths for QA5

Strengths
<ul style="list-style-type: none"> <li>▪ All staff are very warm and welcoming to all children, which has built very trusting relationships. Children are always individually greeted in the morning, giving them a sense of belonging. They are also encouraged to greet staff to form positive relationships and gain confidence and manners.</li> <li>▪ To help with settling children it is asked that parents stay with their child for the first few sessions at the centre. This is a very positive experience for both children and parents.</li> <li>▪ The children are very confident learners with lots of help and advice from staff. All children are included in every activity and session.</li> <li>▪ We have a very positive outlook when addressing conflict as the children need to be able to get on with everyone.</li> <li>▪ The children are encouraged to think about what they have done or are about to do and respond to the other child's needs/feelings first.</li> <li>▪ This is an area that the staff at this centre excel at.</li> </ul>

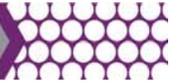


## Key improvements sought for QA5

Standard/element	
Identified issue	

## Improvement plan

<b>Standard/ element</b>	<b>What outcome or goal do we seek?</b>	<b>Priority (L/M/H)</b>	<b>How will we get this outcome? (Steps)</b>	<b>Success measure</b>	<b>By when?</b>	<b>Progress notes</b>

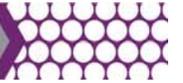


## Quality Area 6: Collaborative partnerships with families and communities

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

### Quality Area 6: Standards and elements

<b>Standard 6.1</b>	<b>Respectful supportive relationships are developed and maintained.</b>	
	Element 6.1.1	There is an effective enrolment and orientation process for families.
	Element 6.1.2	Families have opportunities to be involved in the service and contribute to service decisions.
	Element 6.1.3	Current information about the service is available to families
<b>Standard 6.2</b>	<b>Families are supported in their parenting role and their values and beliefs about child rearing are respected.</b>	
	Element 6.2.1	The expertise of families is recognised and they share in decision making about their child's learning and wellbeing.
	Element 6.2.2	Current information is available to families about community services and resources to support parenting and family wellbeing.
<b>Standard 6.3</b>	<b>The service collaborates with other organisations and service providers to enhance children's learning and wellbeing.</b>	
	Element 6.3.1	Links with relevant community and support agencies are established and maintained.
	Element 6.3.2	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
	Element 6.3.3	Access to inclusion and support assistance is facilitated.
	Element 6.3.4	The service builds relationships and engages with their local community.



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

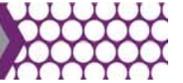
Standard/element	National Law (section) and National Regulations (regulation)	
6.1, 6.2, 6.3	regulation 157	Access for parents
	<b>Related requirements</b>	
6.1, 6.2	section 172	Offence to fail to display prescribed information
6.1, 6.2, 6.3	section 175	Offence relating to requirement to keep enrolment and other documents
6.1, 6.2, 6.3	regulation 73	Educational programs
6.1, 6.2, 6.3	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
6.1, 6.2, 6.3	regulation 75	Information about the educational program to be kept available
6.1, 6.2, 6.3	regulation 76	Information about educational program to be given to parents
6.1, 6.2, 6.3	regulation 80	Weekly menu
6., 6.2, 6.3	regulation 86	Notification to parents of incident, injury, trauma and illness
6.3	regulation 99	Children leaving the education and care service premises
6.3	regulation 102	Authorisation for excursions
6.1, 6.2, 6.3	regulation 111	Administrative space (centre-based services)
6.1	regulation 168(2)(k)	Policies and procedures are required in relation to enrolment and orientation
6.1, 6.2, 6.3	regulation 171	Policies and procedures to be kept available

Standard/element	National Law (section) and National Regulations (regulation)	
6.1, 6.2, 6.3	regulation 172	Notification of change to policies or procedures
6.1, 6.2, 6.3	regulation 173	Prescribed information is to be displayed
6.1	regulation 177	Prescribed enrolment and other documents to be kept by approved provider
6.1	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator
6.1, 6.2, 6.3	regulation 181	Confidentiality of records kept by approved provider
6.1, 6.2, 6.3	regulation 182	Confidentiality of records kept by family day care educator
6.1, 6.2, 6.3	regulation 183	Storage of records and other documents

## Quality Improvement Plan for QA6

### Summary of strengths for QA6

Strengths	
	<ul style="list-style-type: none"> <li>▪ Most children in the community are enrolled in Occasional Care at an early age (0-4) with a complete enrolment package given to each family and a tour of the facilities. Parents are asked to stay with their child for the first few weeks/days they attend to settle them in well with their new surroundings, other children and staff.</li> <li>▪ If children enrol direct into Kindy they are given a complete enrolment package and a tour of facilities.</li> <li>▪ We have a Parent Governing Council who make many decisions concerning the Centre in conjunction with staff. They are given many opportunities to be involved in the Centre and are always willing to help in way.</li> <li>▪ The Kindy offers parents to come in and help for a small amount of time in the Centre and also observe their child during play with others and they can do activities with their child and get to know other children, too.</li> <li>▪ A newsletter is sent out to all families at the centre on a regular basis to update and involve parents in their child's learning.</li> <li>▪ All resources and information about community services are displayed on an information board at one end of the Centre.</li> <li>▪ We have a "Busy Bee" every six months for under 4 year olds where they are assessed by a number of health professionals (Speech Therapist, Social Worker, Dietician, Occupational Therapist, Podiatrist, Physiotherapist) to get further assistance before/after reaching Kindy.</li> <li>▪ We have been to the Aged Care facility to sing songs, etc, which is a great way of community interaction.</li> <li>▪ We have a number of days where families and the communities are invited into the centre for special events (Father's Day, Mother's Day, Open Day)</li> <li>▪ Fantastic transition program to school with visits occurring weekly</li> </ul>



## Key improvements sought for QA6

<b>Standard/element</b> 6.1.3	Current information about the service is available to families.	
	<b>Identified issue</b>	Lack of information getting to parents about NQS and QIP.
<b>Standard/element</b> 6.2.2	Current information is available to families about community services and resources to support parenting and family wellbeing.	
	<b>Identified issue</b>	Not much information is displayed about the services available in our local community.
<b>Standard/element</b> 6.3.1	Links with relevant community and support agencies are established and maintained.	
	<b>Identified issue</b>	Haven't had service like an OT come in and look at the centre and give us feedback about activities, layout etc.
<b>Standard/element</b> 6.3.2	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.	
	<b>Identified issue</b>	During transition let the children meet Mrs Potter, the Principal of the school
<b>Standard/element</b> 6.3.4	The service builds relationships and engages with their local community.	
	<b>Identified issue</b>	Children don't have much to do with the Hospital, Ivy Caire Centre or the Police Station.

## Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
6.1..3	Parents are provided with up to date information regarding the QIP and NQS	M	<ul style="list-style-type: none"> <li>- Information distributed via the newsletter and on the website</li> <li>- Director to report to Governing Council every meeting.</li> <li>- Create a parent friendly version of the QIP.</li> </ul>	All families are informed about our efforts towards the NQS	August 2013	
6.2.2	To have updated information for parents/caregivers about the local services available and how to contact them.	M	<ul style="list-style-type: none"> <li>- Approach Chelsea Woolford about a display in the centre and come information that we could put in our newsletter</li> </ul>	Have an updated area in the centre that the parents can access	May 2014	
6.3.1	To have some local services (OT etc) come to the centre and give us some feedback about our centre	L	<ul style="list-style-type: none"> <li>- Find out what services are available and invite them in for a visit</li> <li>- Take note of improvements we could make</li> <li>- Implement the improvements</li> </ul>	Have a centre that promotes all areas of development	August 2014	
6.3.2	For the children to become familiar with the principal at the school	L	<ul style="list-style-type: none"> <li>- The children will know who she is and what her job is, ready for when they are at school next year.</li> </ul>	Good relationship with the principal	All year Dec 2014	
6.3.4	Children to become familiar with the local services in our town	L	<ul style="list-style-type: none"> <li>- Organise to visit the Hospital, Ivy Caire Centre and the Police Station</li> <li>- Base some of our curriculum themes around this</li> </ul>	Children understand and are familiar with the community services in our town	All year Dec 2014	

## Quality Area 7: Leadership and service management

This quality area of the *National Quality Standard* focuses on effective leadership and management of the service that contributes to quality environments for children's learning and development. Well-documented policies and procedures, well-maintained records, shared values, clear direction and reflective practices enable the service to function as a learning community. An ongoing cycle of planning and review, including engagement with families, creates the climate for continuous improvement.

### Quality Area 7: Standards and elements

<b>Standard 7.1</b>	<b>Effective leadership promotes a positive organisational culture and builds a professional learning community.</b>	
	Element 7.1.1	Appropriate governance arrangements are in place to manage the service.
	Element 7.1.2	The induction of educators, co-ordinators and staff members is comprehensive.
	Element 7.1.3	Every effort is made to promote continuity of educators and co-ordinators at the service.
	Element 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.
	Element 7.1.5	Adults working with children and those engaged in management of the service or residing on the premises are fit and proper.
<b>Standard 7.2</b>	<b>There is a commitment to continuous improvement.</b>	
	Element 7.2.1	A statement of philosophy is developed and guides all aspects of the service's operations.
	Element 7.2.2	The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement.
	Element 7.2.3	An effective self-assessment and quality improvement process is in place.
<b>Standard 7.3</b>	<b>Administrative systems enable the effective management of a quality service.</b>	
	Element 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.
	Element 7.3.2	Administrative systems are established and maintained to ensure the effective operation of the service.
	Element 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.
	Element 7.3.4	Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner.
	Element 7.3.5	Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.

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

Standard/element	National Law (section) and National Regulations (regulation)	
7.1.5	section 12	Applicant must be fit and proper person (provider approvals)
7.1.5	section 13	Matters to be taken into account in assessing whether a fit and proper person (provider approvals)
7.1.5	section 21	Reassessment of fitness and propriety (provider approvals)
7.1.5	section 109	Matters to be taken into account in assessing whether fit and proper person
7.3.1	regulations 158-162	Attendance and enrolment records
7.1.5	regulation 163	Residents at family day care residence and family day care educator assistants to be fit and proper persons
7.1.5	regulation 164	Requirement for notice of new persons at residence
7.3.1	regulation 167	Record of service's compliance
7.1.1, 7.3.1, 7.3.4, 7.3.5	regulations 168-172	Policies and procedures
7.3.1	regulations 173-176	Information and record-keeping requirements
7.3.1	Regulations 177-180	Prescribed records
7.1.1	regulations 181--184	Confidentiality and storage of records

	Related requirements	
7.1.5	regulation 14	Application for provider approval by individual
7.1.5	regulation 15	Application for provider approval by person other than an individual
7.1.5	regulation 16	Matters relating to criminal history
7.2.3	regulation 31	Condition on service approval - Quality improvement plan
7.1.5	regulation 46	Application for supervisor certificate
7.2.1, 7.2.3	regulations 55-56 Quality improvement plans	

## Quality Improvement Plan for QA7

### Summary of Strengths

<b>Strengths</b>	<p>The director promotes effective and positive leadership within the centre.</p> <p>The centre has a committed Governing Council that governs the operations.</p> <p>Staff are encouraged to partake in any professional training</p> <p>All staff at the centre worked together to identify our strengths and what improvements we need to make</p> <p>Records are stored in accordance with confidentiality</p> <p>Centre practices are based on effectively documented policies and procedures that are available at the service and review regularly</p>
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## Key improvements sought for QA7

<b>Standard/element</b> 7.1.2	The induction of educators, co-ordinators and staff members is comprehensive.	
	<b>Identified issue</b>	The induction process requires attention (new folder)
<b>Standard/element</b> 7.2.1	A statement of philosophy is developed and guides all aspects of the service's operations.	
	<b>Identified issue</b>	Print off and display our philosophy
<b>Standard/element</b> 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.	
	<b>Identified issue</b>	Child records are stored in a filing cabinet that doesn't lock

## Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
7.1.2	To create a comprehensive induction process for all employees and volunteers so that they feel well informed of our centres policies and procedures	M	<ul style="list-style-type: none"> <li>- Re-vamp induction folder</li> <li>- Check list for induction</li> </ul>	All staff and volunteers will have a good understanding of how the centre operates and will be able to consult a manual if need be.	July 2014	
7.2.1	Everyone in our centre becoming familiar with our philosophy	L	<ul style="list-style-type: none"> <li>- Print it off</li> <li>- Laminate it</li> <li>- Go over it with the Governing Council</li> <li>- Display it</li> </ul>	Parents know what it is and where to find it	Mar 2014	
7.3.1	To have all child records in a safe place that is lockable so that they are kept confidential	M	<ul style="list-style-type: none"> <li>- Find out about regulations regarding the keeping of records</li> <li>- Purchase a new filing cabinet</li> <li>- Transfer all records</li> </ul>	Have all records stored safely and accessible to the appropriate staff members	April 2014	