Australian Children's
Education & Care
Quality Authority

Appendix 2:

Quality Improvement Plan template

Service details

Service name	Service approval number
Cowandilla Preschool	
Primary contact at service	
Kieron Babister	
Physical location of service	**Physical location contact details**
Street: Jenkins	Telephone: 84437800
Suburb: Cowandilla	Mobile: 0401121128
State/territory: South Australia	Fax:
Postcode: 5033	Email: kie.babister@cowandilla.sa.edu.au
Approved Provider	**Nominated Supervisor**
Primary contact: Julie Hayes	Name: Julie Hayes
Telephone: 84437800	Telephone: 84337800
Mobile:	Mobile:
Fax:	Fax:
Email: Julie.hayes@cowandilla.sa.edu.au	Email: same
Postal address (if different to physical location of service)	
Street: same	
Suburb:	
State/territory:	
Postcode:	

Operating hours

For each day of the week this service is open, indicate the times of the day when education and care is provided.

For centre-based services, this does not include non-contact hours for staff. Please nominate the scheduled opening and closing times using 24 hour clock (e.g. 07:30 to 18:00) rather than the actual opening and closing times (e.g. 06:55 to 18:10) if different. Round times to the nearest quarter of an hour.

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

For family day care services or multi-site services, please provide the operating hours of the service office.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	08.45	08.45	08.45	08.45			
Closing time	15.15	15.15	15.15	15.15			

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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.

Only street parking is available to parents. School holidays and public holidays are those set down for South Australia. Pupil free days and closure days are allocated by the school in accordance with the Department for Education and Child Development guidelines and agreed to by the School Council.

How are the children grouped at your service?

We offer 5 sessions of preschool to 4 year old children across 4 days. Parents can choose 5 sessions from the 8 sessions available as 2 whole days and 1 half day OR 1 whole day and 3 half days.

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

Kieron Babister, Director of Early Childhood Education and Care

Certified Supervisor

For family day care services, indicate the number of educators currently registered in the service and attach a list of the educators and their addresses.

No. of educators: _____

N/A

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Service statement of philosophy

Please insert your service's statement of philosophy here.

We believe that children learn best when: *They are happy and feel positive about themselves and their environment. *They see learning as relevant and purposeful, hence relating to their needs, culture and life. * They are problem solving for themselves in a safe, trusting and challenging environment. * When they are encouraged to become decision makers about their own learning, be responsible for outcomes and evaluate what they have done. * Individuality is recognised and co-operation is valued and emphasised. * Interdisciplinary team members are affirming role models and the relationship between them and children is positive and welcoming.

In order to foster learning both indoors and out, we will strive to achieve the following: * A child / family centred program which caters for individual differences and interests, whilst promoting a sense of co-operation and collaboration within the group. * An emphasis on children's experiences, upon which concepts and skills are built, children bring to the group a wealth of knowledge, which must be drawn upon in order to build and extend each child / families continued learning. * The care of others and the recognition of their qualities and needs; promoting personal development in social skills, whilst fostering a holistic approach to wellbeing.

In order to achieve these objectives we as a team will: * Provide a fun and positive learning environment by implementing planned and unplanned experiences that encourage children's curiosity and engenders enthusiasm for learning through exploration both indoors and out. * We will encourage children to be self disciplined and responsible for their own learning and behaviour. * Be open to children's already vast array of knowledge, value their input and commit to build and extend on this throughout their learning journey. *Always act as positive role models in what we say and do. * Endeavour to ensure that learning is relevant and meaningful for individuals as well as the group as a whole. * Continue to facilitate parental involvement in their child's learning and local community engagement.

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Quality Area 1: Educational program and practice

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

Quality Area 1: Standards and elements

Standard 1.1	**An approved learning framework informs the development of a curriculum that enhances each child's learning and development.**	
	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.
Standard 1.2	**Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.**	
	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

Summary of strengths for QA1

- EYLF is used as the primary planning tool.

- Program is based on children's interests.

- Inquiry based learning is used

- Children's prior knowledge is used to inform planning.

- Programs are child driven.

- Program is displayed for parent input.

- Newsletters inform parents of events and invite participation.

- Open discussion informs our practice

- Individual and group observations are used in planning.

- Built strong relationships with families

Strengths	We use the Early Years Learning Framework as our primary planning tool together with the Respect, Reflect, Relate Resource. Our strengths lie in the expertise that each individual staff member brings and how we combine that knowledge to provide a programme that is both relevant and engaging. We believe that this engenders enthusiasm and a love of learning. Each staff member has at the core of their practise the needs of specific children and the group as a whole. We believe that developing individual skills through exploration and discovery enables children to acquire a sense of achievement and a can do attitude. These feelings of success lay the foundation for future learning. We are a Culturally and Linguistically diverse group of learners. Building strong, thoughtful and respectful relationships with children and their families is always at the forefront of our thinking and is a particular strength of our team. We recognise that parents may have little or no understanding of how our education works and we take time to build strong connections between school and home. We display our program and are happy to include parent ideas or incorporate children's suggestions. We as team have two staff meetings a week to discuss children's engagement both whole group and individually. We work with children in a 1:1 situation as well as provide opportunities for children to work in collaborative and co-operative experiences that qllowschildren's learning to be scaffolded by more skilled peers. Reflective practise guides what we do and open shared discussion enables us to formulate the best way in which to do. This provides a team approach to children's learning and ensures that the best possible outcomes are achieved for each child.

Key improvements sought for QA1

Standard/element [number]	1.1.4 The documentation about each child's program and progress is available to families.

Identified issue	Documentation of children's progress will be reviewed. It is hoped that this will provide greater opportunities for parents to contribute to and access their children's learning. Portfolios will also be more interactive for children and parents.

Standard/element [number]	1.2.1 Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.
Identified issue	An effective cycle needs to be established therefore the planning cycle will be reviewed to ensure the best outcomes are achieved and that documentation demonstrates this.

Standard/element [number]	[Include the element number (left) and description from QA1 table]
Identified issue	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.]

Standard/element [number]	[Include the element number (left) and description from QA1 table]
Identified issue	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.]

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
1.1.4	More effective way to demonstrate a child's progress that also allows for parental input.	High		* Children and parents will have a stronger sense of learning being meaningful and relevant. * Learning progress will be more visibly accessible.	4-6mths	Discussions have taken place and ideas are being formulated. Several options have been mooted. One section has been implemented and is being trialled.
1.2.1	A more efficient planning cycle	High	*Assess current practice, identify what is working and what is not. * Staff input and suggestions	* All children will be part of a continuous planning cycle that addresses individual and whole group needs. * More holistic approach to planning	ASAP	Discussions with staff around best practice. Confer with other centres, provides a measure in which to our approach.

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

Standard 2.1	Each child's health is promoted.	
	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.
Standard 2.2	Healthy eating and physical activity are embedded in the program for children.	
	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.
Standard 2.3	Each child is protected.	
	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

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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

	Related requirements	
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)	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

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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

Strengths	- Physically accessible space - staff ratios allow for individual and group supervision. - indoor / outdoor program is provided. - Encourage Healthy Food - Water is available at all times - Fruit is available for children - Individual health plans are displayed - Processes are in place to deal with accidents.

We have an indoor open plan space that allows for unimpeded visual supervision of children. The outdoor area is open and allows for children and staff to play, explore and participate in an environment that is safe and inviting. To ensure children's safety when entering and exiting the preschool, parents and children must pass through a double gate system.

We encourage and where ever possible advise parents of our Health Eating Policy. We make suggestions for lunchbox snacks and advise that fresh is best. We are conscious of the fact that some of our families are from low socio- economic backgrounds and therefore are careful not to labour the point. We provide food for children who do not have any, and fresh fruit is always available. We encourage children to drink water rather that sweet sugary drinks.

Accidents when they occur are recorded and parents are advised at the end of the session if the incident is deemed to be minor. Parents are notified immediately of any incident resulting in severe distress to the child or where further advise from a medical practitioner is required. Any knock to the head is reported to parents via a telephone call.

Action plans are in place for all children with a medical condition that requires medication. These plans are provided by the family doctor together with the medication for administration. These plans are kept within the easy reach of staff or TRT's but away from children and adults. All staff members are confident to deal with any health issues that may arise. All staff hold First Aid Certificate as well as Asthma and the use of an Epi pen.

All staff are aware of children with specific health needs and these are reviewed regularly.

Key improvements sought for QA2

Standard/element [number]	Administration of Medication (REG.93)	
	Identified issue	As a site based preschool all medications were administered by school staff, we have now looked to changed this to meet the REG.

Standard/element [number]	Medications Record (REG. 92)	
	Identified issue	Develop an Accident Report proforma that meets the standard.

Standard/element [number]	[Include the element number (left) and description from QA2 table]	
	Identified issue	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.]

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Standard/element [number]	[Include the element number (left) and description from QA2 table]	
	Identified issue	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.]

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
2.1.1,2.1.4 Regs 92 & 93	To put in place policies and procedures that meet the standard and adhere to the required Regs.	High	Follow the procedures in the REGs to create a policy and accompanying forms to meet this requirement.	All children needing medication will be part of a process that allows for the safe administration and recording of the same.	4/6mths.	Discussions with staff have taken place and appropriate records are being developed.

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

Standard 3.1		The design and location of the premises is appropriate for the operation of a service.
	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.
Standard 3.2		The environment is inclusive, promotes competence, independent exploration and learning through play.
	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.
Standard 3.3		The service takes an active role in caring for its environment and contributes to a sustainable future.
	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

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	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

Strengths	
	• Open plan facilitates supervision • Natural space provides opportunities for exploration and discovery. • Sustainable practice is included daily. • Administration space allows for meetings • New toilets installed • Outdoor space revitalised • Butterfly Garden • Vegetable Garden • Fruit trees • Water tanks • Secure fencing and security gate system • Wide selection of equipment and resources

The preschool environment is open, inviting and flooded with natural light . We have made changes to the outdoor space that has enables children to move more freely and also to engage with the space in more positive and productive ways. With the repositioning of a shed the play space has been opened up allowing staff to visually supervise children without impeding their interactions and play.

The fence was moved to take advantage of land not being utilised by the school and this has allowed for the relocation of the swings in a position that provides for safer usage.

In order to create a more natural environment a Butterfly Garden was developed with the assistance of the children and this space is flourishing. It provides an opportunity for those children who live in units to tend a garden to explore, discover and observe nature and also to see the results of their endeavours.

Resources are varied and the play space is set up encouraging children to be adventurous and brave. An indoor / outdoor play option is available for children to choose.

We actively promote and teach sustainable thinking. We use only tank water for our toilets and garden. We have water saving taps in the children's bathroom. Solar panels are used throughout the school and preschool. Recycling is used for all items. Air conditioning is used when needed but is time sequenced and will automatically shut down on a two hour cycle..

Key improvements sought for QA3

Standard/element 3.3	The preschool takes an active role in caring for the environment and contributes to a sustainable future.	
	Identified issue	To reinvigorate a disused vegetable garden and create opportunities for children to be more engaged with the natural environment
Standard/element [number]	[Include the element number (left) and description from QA3 table]	
	Identified issue	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.]
Standard/element [number]	[Include the element number (left) and description from QA3 table]	
	Identified issue	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.]
Standard/element [number]	[Include the element number (left) and description from QA3 table]	
	Identified issue	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.]

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
3.3	Reinvigorate and represent a disused area of the garden. This area will be given new life as an orchard supplying fresh fruit for the preschoolers and families. This will give children an insight into how fruit is grown and the care that is needed.	M/H	* Working bee *Donations of trees *Advice from local garden centre. * Child participation to develop a "can do" attitude.	Very successful thus far.	Long term project	Progressing well.

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

Standard 4.1	Staffing arrangements enhance children's learning and development and ensure their safety and wellbeing.	
	Element 4.1.1	Educator-to-child ratios and qualification requirements are maintained at all times.
Standard 4.2	Educators, co-ordinators and staff members are respectful and ethical.	
	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
	Related requirements	
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

Strengths	• All teaching staff have the required educational qualifications. • All staff have First Aid certificates • Teaching staff are Certified Supervisors • Staffing meets the required ratios • Respectful relationships are maintained and modelled for children and parents. • Each staff members individual skills and knowledge are respected and used as a shared resource. • Training is available to staff to further skills We have a strong committed child focused team. Each member brings to the team their particular strengths this enables us to share freely, acknowledge and respect each members input and to provide individually for each child and their families using those strengths. We believe that children should see staff working as a team and the collaboration, cooperation and sharing is part of adults daily routines and not just an expectation of children. Children need positive role models and we are acutely aware, that for some children the relationships they form with staff can be their only experience. Staff ratios are sufficient to support individual children and group interactions. Staff are active participants in training days, opportunities are provided for sharing at staff meetings.

Key improvements sought for QA4

Standard/element [number]	[Include the element number (left) and description from QA4 table]	
	Identified issue	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.]
Standard/element [number]	[Include the element number (left) and description from QA4 table]	
	Identified issue	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.]
Standard/element [number]	[Include the element number (left) and description from QA4 table]	
	Identified issue	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.]
Standard/element [number]	[Include the element number (left) and description from QA4 table]	

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Identified issue	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.]

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

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Quality Area 5: Relationships with children

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

Quality Area 5: Standards and elements

Standard 5.1		Respectful and equitable relationships are developed and maintained with each child.
	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.
Standard 5.2		Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.
	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
	Related requirements	
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)	Policies and procedures are required in relation to interactions with children, including the matters set out in regulations 155 and 156

Quality Improvement Plan for QA5

Summary of strengths for QA5

| Strengths | We believe as a team that RELATIONSHIPS with children and families is at the core of everything that we do. If children feel that they are valued and accepted by peers and staff it is the starting point for all that follows. For some of our children being members of the preschool is the only opportunity to be part of an ordered day and the connection with staff is meaningful on a number of levels.

As a culturally and linguistically diverse site this thinking is part of our daily practice and is reflected in what we do. It is important to remember that non acceptance is a learned behaviour so the staff model relationship skills by demonstrating the use of positive and affirming language. |
|---|---|

Key improvements sought for QA5

Standard/element [number]	[Include the element number (left) and description from QA5 table]	
	Identified issue	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.]

Standard/element [number]	[Include the element number (left) and description from QA5 table]	
	Identified issue	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.]

Standard/element [number]	[Include the element number (left) and description from QA5 table]	
	Identified issue	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.]

Standard/element [number]	[Include the element number (left) and description from QA5 table]	
	Identified issue	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.]

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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

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

Standard 6.1		Respectful supportive relationships are developed and maintained.
	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
Standard 6.2		Families are supported in their parenting role and their values and beliefs about child rearing are respected.
	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.
Standard 6.3		The service collaborates with other organisations and service providers to enhance children's learning and wellbeing.
	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.

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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
	Related requirements	
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
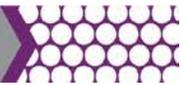
Standard/element	National Law (section) and National Regulations (regulation)	
6.1, 6.2, 6.3	regulation 172	Notification of change to policies or procedures
6.1, 6.2, 6.3	regulation 173	Prescribed information is to be displayed
6.1	regulation 177	Prescribed enrolment and other documents to be kept by 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
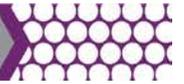
Summary of strengths for QA6

Strengths	As a site based preschool which is part of a Children's Centre encompassing the wider school community we are in the fortuitous position of having a Community Developmen t Coordinator (CDC) and a Family Services Coordinator (FSC). Whilst, the CDC and the FSC are not housed within the preschool precincts, they do work with families to provide programs and information that is useful and relevant for the needs of families.
	We can connect families with these services and in some instances employment pathways/ study options have been created for interested parent.
	We have an effective enrolment process that allows parents to ask questions and view the centre in action. We actively encourage parents to stay and play. Regular parent teacher interviews are held to keep parents updated with their child's progress.
	Systems are in place for those children identified as having a special need eg. speech, behavioural issues. Parents are

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	provided with information relating to the services that are available for their children.

Key improvements sought for QA6

Standard/element [number]	[Include the element number (left) and description from QA6 table]	
	Identified issue	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.]

Standard/element [number]	[Include the element number (left) and description from QA6 table]	
	Identified issue	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.]

Standard/element [number]	[Include the element number (left) and description from QA6 table]	
	Identified issue	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.]

Standard/element [number]	[Include the element number (left) and description from QA6 table]	
	Identified issue	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.]

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

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

Standard 7.1		Effective leadership promotes a positive organisational culture and builds a professional learning community.
	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.
Standard 7.2		There is a commitment to continuous improvement.
	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.
Standard 7.3		Administrative systems enable the effective management of a quality service.
	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

| Strengths | Consultation and discussion is an ongoing and integral part of the leadership role. A positive leadership model is the demonstration of a work ethic that signals an expectation but is accepting of everyone's contribution to the successful running of the centre.

Each person is given an opportunity to be part of an evaluation process that builds performance rather that tearing it down.

Self assessment as individuals and as a service was a shared vision and as such the QIP has been constructed using input from all staff members. All records are maintained and kept within the preschool and are accessible by all staff members.

The need for confidentiality and a good understanding of the Code of Ethics is of the utmost importance in this field, the Director is available to speak with staff/ students/ volunteers/ work placement on this point. |
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Key improvements sought for QA7

Standard/element [number]	[Include the element number (left) and description from QA7 table]	
	Identified issue	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.]

Standard/element [number]	[Include the element number (left) and description from QA7 table]	
	Identified issue	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.]

Standard/element [number]	[Include the element number (left) and description from QA7 table]	
	Identified issue	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.]

Standard/element [number]	[Include the element number (left) and description from QA7 table]

Identified issue	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.]

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