



Quality Improvement Plan Policy

Covers

- Self-Assessment Procedure
- Quality Improvement Plan Procedure

Intention

Nurturing Family Day Care Scheme instils the process of ongoing self-assessment and reflection into the procedures of the scheme's staff and that of each family day care educator, to ensure that the highest quality of education and care is delivered. By ensuring that the Quality Improvement Plan is a living document that is continually discussed, reviewed and updated, Nurturing Family Day Care Scheme aims to be relentless in seeking to learn, develop and strive to further the skills of all associated personnel for the benefit of the children.

Overview

This policy, and all policies and procedures that are associated with the Quality Improvement Plan Policy, are implemented at all registered residences and approved venues by all educators, staff and visitors who are allied with the scheme.

This comprises of -

- The self-assessment process and it's continuity.
- The QIP and how the document is incorporated and helps guide all practices within the scheme.

The approved provider will ensure -

- That critical reflection is open, honest and taken with the good intentions that it has been delivered in.
- That self-assessment of themselves, and all associated personnel, is embedded into the scheme's practices, aiding all individuals in this endeavour.
- Inform all individuals during the orientation and induction process in regard to this policy and its required expectations.



- That the Quality Improvement Plan is provided to the regulatory authority upon request and during the process of assessment and rating.
- That the Quality Improvement Plan is available on each registered residences or approved venues device where it can be observed or emailed to parent/s or guardian/s, as well as at the principal office of Nurturing Family Day Care Scheme.
- It is updated at least yearly, although it is expected to be discussed, reviewed and updated at each educator and staff meeting.

Self-Assessment Procedure

The approved provider works collaboratively with all family day care educators to ensure that the process of self-assessment is one that is continuous and embedded into the daily routine of the registered residence or venue. Through regular engagement with educators, encouraging regular participation in professional development, and guiding and prompting them to evaluate their own work, as well as providing thoughtful documentation in regard to how they are educating and caring for children within the National Quality Framework, Nurturing Family Day Care Scheme aims to succeed in the practice of personal and professional reflection. The scheme and all associated individuals will continually explore practices, highlighting what has been successful in the eyes of all interested parties and critically reflect on where there are opportunities to further improve upon performance.

To ensure the process of self-assessment is entrenched in the practices of all associated personnel, Nurturing Family Day Care Scheme will -

- Take all opportunities to further instil the knowledge and understanding of the National Quality Framework and will use the National Quality Standards to assist all individuals to evaluate their practices against that of an exceeding expectation.
- Highlight the importance of the child's voice when reviewing educator and scheme practices, and how this is delivered in accordance with the approved learning frameworks.
- Discuss elements of the week with the educators at the registered residence or venue, through text messages, emails and calling, asking open ended questions about their week, and documenting their education and caring journey.
- During a coordination visit, discuss the areas in which the registered resident or approved venue, including that of the family day care educator's practices are lying within the National Quality Standards, recording goals for the future to improve elements of the education and care.
- Document numerous elements of the National Quality Standards where the registered residence or approved venue, including that of the family day care educator's practices, is that of a high standard and attach to coordination visit notes, which are then stored on the registered residences or venues electronic folder to be accessed by all appropriate parties.
- In conjunction with the Educational Program and Development Procedure contained in the Educational Program Policy, educators at the registered residence or venue can implement their own reflection practices or utilise the of the monthly reflection prompts that the scheme offers to assist with personal and professional critical reflection.



- Review how the scheme and all associated personnel are working and documenting in collaboration with the approved learning frameworks.
- Seek continual feedback through surveys and in ongoing communication with children, parents, guardians, families, associated professionals, and the wider community.
- Offer training during induction and continuously while a family day care educator is associated with the scheme, to ensure that they are aware and are implementing the current professional expectations in regard to an individual's self-assessment and how this reflection can guide and inspire a higher standard of education and care.
- Will use the documentation recorded from the various self-assessment, professional and personal reflections and information that has been observed or discussed to underpin the scheme's Quality Improvement Plan.

Quality Improvement Plan Procedure

The approved provider acknowledges the importance of a Quality Improvement Plan as it provides continual opportunities to critically reflect upon the practices of all associated personnel to the scheme, ensure that the performance of each individual is to the high standards expected, and assists in the development for future plans. A successful Quality Improvement Plan is composed of –

- An assessment by the approved provider in regard to the quality of the practices against the National Quality Standards, the National Law and the National Regulations.
- Areas identified by the approved provider which may require improvement.
- The scheme's philosophy.

To ensure that a Quality Improvement Plan is a living document that is continually reviewed, updated and applied, all associated personnel of Nurturing Family Day Care Scheme will -

- Embed the scheme's philosophy into all practices, being an active participant in its continuous evolution.

The approved providers and all associated personnel believe that children learn best when they enjoy what they are doing, and that childhood is a time when the world seems full of wonder. Therefore, the scheme partners with family day care educators that provide environments that promote a sense of belonging, as well as opportunities that instigate connections and creative locations to explore.

The registered residence or venue's environments are places of inspiration, where curiosity is encouraged and where minds grow and expand through play.

Nurturing Family Day Care Scheme believes that with these solid foundations children will exceed.

The philosophy provides a framework for all individuals associated with a registered resident or venue, educators, coordination team, management, approved provider and parent/s or guardian/s to guide practices at all times.

Nurturing Family Day Care Scheme has a commitment to ensuring that all individuals connected with registered residences and venues, families and staff feel supported in the important work that they do.

Within Nurturing Family Day Care Scheme, all associated personnel in a position of management, endeavours to support educators to create an environment that is inclusive,



promotes exploration, learning through play and abundance of opportunities for self-discovery, supporting children's individual needs, interests and abilities.

Nurturing Family Day Care Scheme believes all children have the right to be treated equally and with respect, regardless of race, language, ability or gender.

Early education is fundamental for future learning and as such educators will provide programs that are designed to prepare children for their transition to the wider community and help them become confident, independent active members of society.

Nurturing Family Day Care Scheme's Statement of Philosophy:

We believe...

- Educators will provide a safe, well supervised environment for children to explore, play and exceed.
 - Educators will provide educational and creative programs from an approved learning framework based on individual and group observations.
 - Educators will provide experiences to enrich children's awareness of the environment and provide a sense of connection to the natural world.
 - Educators will provide opportunities for children's learning about living healthy lives.
 - Educators will be honest, having open communication with families, respecting their rights and opinions. Interactions will convey respect and recognition of family's skills and strengths.
 - Educators will encourage family involvement and feedback into the development and delivery of our educational programs.
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- Discuss, review and update the Quality Improvement Plan at each educator and staff meeting, inserting this practice to ensure that it becomes second nature to critically reflect upon where the scheme and its associated personnel are situated against the National Quality Framework (with a focus on the National Quality Standards), what is working well within the scheme and where future emphasis will be placed to ensure that the scheme is continuing to improve and develop as a team.
 - Continually ask all associated parties (including those in the wider community) for critical reflection using different mediums to assist with a broad point of view as to how practices are being perceived and the scheme's messages are being received.
 - Utilise the information gathered as part each individual's performance evaluations and development plans and forward (confidentially) relevant information to the Quality Improvement Plan.
 - Forward any feedback (positive or negative) from children, parent/s or guardian/s, families, professional services and the community to the approved provider to ensure that it is added to the Quality Improvement Plan where required.
 - Each month reflect upon the educational program at each registered residence or venue and review where children are situated against the learning outcomes from the approved learning frameworks.
 - Create action plans to assist improvement, using clear and concise steps as to what is required, who is to be involved and within what time frame development should be observed or recorded. Within the time frame ongoing reflection will document how the progress is occurring, what is assisting or hindering this evolvement and what changes may need to be made to ensure success.
 - Incorporate the results from the assessment and rating process to ensure that areas identified are addresses within a strict time frame.



Sources

Education and Care Services National Law and National Regulations 2011 (Updated October 2023)

- Section 3, Objectives and guiding principles.
- Section 175, Offence relating to requirement to keep enrolment and other documents.
- Reg 31, Condition on service approval – Quality Improvement Plan
- Reg 55, Quality improvement plans.
- Reg 56, Review and revision of quality improvement plan
- Reg 171, Policies and procedures to be kept available.
- Reg 177, Prescribed enrolment and other documents to be kept by approved provider.
- Reg 178, Prescribed enrolment and other documents to be kept by family day care educator.
- Reg 183, Storage of records and other documents

National Quality Standard (Updated February 2018)

- 1.1, The educational program enhances each child's learning and development.
- 2.1, Each child's health and physical activity is supported and promoted.
 - 2.1.2, Effective illness and injury management and hygiene practices are promoted and implemented.
- 2.2, Each child is protected.
 - 2.2.1, At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
 - 2.2.3, Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.
- 3.1.2, Premises, furniture and equipment are safe, clean and well maintained.
- 4.2, Management, educators, and staff are collaborative, respectful and ethical.
- 6.1, Respectful relationships with families are developed and maintained and families are supported in their parenting role.
 - 6.2, Collaborative partnerships enhance children's inclusion, learning and wellbeing.
- 7.1, Governance supports the operation of a quality service.
 - 7.1.1, A statement of philosophy guides all aspects of the service's operations.
 - 7.1.2, Systems are in place to manage risk and enable the effective management and operation of a quality service.
 - 7.2.1, There is an effective self-assessment and quality improvement process in place.

Early Years Learning Framework

ACECQA

Code of Ethics

Early Childhood Australia

Review

The policy will be reviewed annually.

The review will be conducted by:

- Approved Provider
- Employees
- Educators
- Families
- Interested Parties



Created: May 2017
Reviewed: September 2017
March 2018
October 2018
October 2019
July 2020
July 2021
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Next review: July 2024