

Updated July 2024

Quality Improvement Plan template

National Quality Standard

The National Quality Standard and Quality Improvement

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

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

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

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

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

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

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

**About the ACECQA Quality Improvement Plan template**

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

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

**Exceeding NQS themes guidance**

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

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

For further information on the three Exceeding themes, including what

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

Service details

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| --- | --- | --- | --- | --- | --- |
| **Service name** | | | **Service approval number** | | |
| Nurturing Family Day Care Scheme | | | SE-40009590 | | |
| **Primary contacts at service** | | | | | |
| **Kylie Bishoff**  **Louise Back** | | |  | | |
| **Physical location of service** | | | **Physical location contact details** | | |
| Street | **157 Coes Creek Rd** | | Telephone |  | |
| Suburb | **Coes Creek** | | Mobile | **0410691709 / 0434986947** | |
| State/territory | **QLD** | | Fax |  | |
| Postcode | **4560** | | Email | **nurturingfdcs@gmail.com** | |
| **Approved Provider** | | | **Nominated Supervisor** | | |
| Primary contact | **Kylie Bishoff / Louise Back** | | Name | **Kylie Bishoff / Louise Back** | |
| Telephone |  | | Telephone |  | |
| Mobile | **0410691709 / 0434986947** | | Mobile | **0410691709 / 0434986947** | |
| Fax |  | | Fax |  | |
| Email | **nurturingfdcs@gmail.com** | | Email | **nurturingfdcs@gmail.com** | |
| **Postal address (if different to physical location of service)** | | | | | |
| Street | | **As Above** | State/territory | |  |
| Suburb | |  | Postcode | |  |
| **Educational leader** | | | | | |
| Name | **Louise Back** | | | | |
| Telephone | **0434986947** | | | | |
| Email | **nurturingfdcs@gmail.com** | | | | |

Operating hours

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

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

Round times to the nearest quarter of an hour.

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

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

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **Saturday** | **Sunday** |
| **Opening time** | 8.00 | 8.00 | 8.00 | 8.00 | 8.00 |  |  |
| **Closing time** | 1700 | 1700 | 1700 | 1700 | 1700 |  |  |

Additional information about your service

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

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| Provide additional information about your service—parking, school holiday dates, pupil-free days, etc.  Nurturing Family Day Care Scheme is located across four councils, Moreton Bay, Sunshine Coast, Noosa, and Gympie with our office located centrally at Coes Creek. Our office hours are 0800 to 1700, while we also remain open and contactable any time an educator is providing education and care.  Parking is located anywhere in front of the office, which is also used as a home dwelling. The front entrance is clearly located, but our ethos of supporting educators and families when and where they need it, has meant that all meetings have occurred at their residences or places of work. |
| How are the children grouped at your service?  Children are in multi age group groups of no more than seven children with one educator, and no more than four of these children being under school age. |
| Write the name and position of person(s) responsible for submitting this Quality Improvement Plan (e.g. Cheryl Smith, Nominated Supervisor)  Kylie Bishoff and Louise Back |
| 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:\_\_33 (31st July 2024) \_\_ |

Service statement of philosophy

Please insert your service’s statement of philosophy here.

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| 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 foundation’s children will exceed.    The philosophy provides a framework for all individuals associated with a registered residence 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 Philosophy is:**   * For educators to provide a safe, well supervised environment for children to explore, play and exceed. * For educators to provide educational and creative programs from an approved learning framework based on individual and group observations. * For educators to provide experiences to enrich children's awareness of the environment and provide a sense of connection to the natural world. * For educators to provide opportunities for children’s learning about living healthy lives. * For educators to 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. |

## 

Quality Area 1: Educational program and practice

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

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

Quality Area 1: Standards and elements

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

National Law and National Regulations underpinning Quality Area 1

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

| **National Law and National Regulations** | | **Associated element** |
| --- | --- | --- |
| Section 51(1)(b) | Conditions on service approval (educational and developmental needs of children) | 1.1.1 |
| Section 168 | Offence relating to required programs | 1.1.1, 1.1.2 |
| Regulation 73 | Educational program | 1.1.1 |
| Regulation 74 | Documenting of child assessments or evaluations for delivery of educational program | 1.3.1 |
| Regulation 75 | Information about educational program to be kept available | 1.3.3 |
| Regulation 76 | Information about educational program to be given to parents | 1.3.3 |
| Regulation 274A  NSW | Programs for children over preschool age | 1.3.1 |
| Regulation 289A  NT | Programs for children over preschool age | 1.3.1 |
| Regulation 298A  Queensland | Programs for children over preschool age | 1.3.1 |
| Regulation 325B  SA | Programs for children over preschool age | 1.3.1 |
| Regulation 345A  Tas | Programs for children over preschool age | 1.3.1 |
| Regulation 359A  Vic | Programs for children over preschool age | 1.3.1 |
| \*Regulation 373A  WA  Please check the legislation for the commencement date in WA. | Programs for children over preschool age | 1.3.1 |

Quality Improvement Plan for Quality Area 1

Summary of strengths for Quality Area 1

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| --- | --- |
| **Strengths** | We have a diverse range of educational programs located on many different mediums in order to meet the needs of families. Educators are able to choose how they create and share their educational program, taking into consideration how parents can access these when it suits them. Educators have been reflecting on their practice with many changing over to a digital platform to allow parents the freedom to access their children’s profiles on an ongoing basis.  Information about the educational program is displayed for easy access within the registered residence to meet the requirements under Section 172 of the National Law and Section 173 of the National Regulations.    Educators have a child centred approach regardless of how they program and plan. They are consistent in including children’s current interests, cultural identities as per parent’s requests, current abilities and areas of development.  Educators promote children’s agency, encouraging them to make choices and influence events in their world. This occurs through routines, environmental factors and relationships built with the families and children.    Educators can access the approved learning frameworks on tablets provided, both from websites and on their OneDrive accounts.  Families are sent a copy of the approved learning frameworks in the orientation and welcome progress when they enrol with Nurturing Family Day Care Scheme. The current version two of the Early Years Learning Framework was shared after it’s introduction and is used by all educators within the service.  Educators reflect on their program through discussions with children, families, other educators and coordination staff in person, through meetings and electronic means. Opportunities for in depth reflection is provided through weekly reflection emails that cover a wide range of topics including that of Quality Area 1. |

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

Notes:

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

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

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|  |  |
| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | [If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard] |
| 2. Practice is informed by critical reflection | [If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.] |
| 3. Practice is shaped by meaningful engagement with families, and/or community | [If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community] |

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

Notes:

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

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

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|  |  |
| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | [If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard] |
| 2. Practice is informed by critical reflection | [If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.] |
| 3. Practice is shaped by meaningful engagement with families, and/or community | [If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community] |

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

Notes:

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

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

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| --- | --- |
|  |  |
| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | [If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard] |
| 2. Practice is informed by critical reflection | [If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.] |
| 3. Practice is shaped by meaningful engagement with families, and/or community | [If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community] |

**Key improvements sought for Quality Area 1**

Improvement Plan

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Standard/ element** | **Issue identified during self-assessment** | **What outcome or goal do we seek?** | **Priority (L/M/H)** | **How will we get this outcome? (Steps)** | **Success measure** | **By when?** | **Progress notes** |
| 1.1 | Children and family’s voices are heard; however, it is not always documented. | To have family and children’s voices in the planning of the environment and supporting their needs. | H | To discuss on visits, and to look for voices during programming checks.  Using social media to explore ways to share children’s voices. | Coordinators will be able to see written evidence of families/children's voices within the program. | Dec 2021 – checked on an ongoing basis.  Dec 2022 continues with this progress.  April 2024 – Educator’s reviewed and children’s voices are seen in all aspects of the planning cycle. | January 2019  Change in visit notes template to discuss family and children’s voices.  February 2020- look at including pictures from all educators’ environments into our Facebook and Instagram.  Dec 2020 Instagram and Facebook is used by the scheme to promote educator’s environments.  Dec 2021 – have been using online platforms to see children’s voices individual services while pandemic is in place.  Jan 23 – as a scheme we have been using Instagram and Facebook to share children’s voices on visits. This has also received interest from new educators contacting us through this media.  April 2024 – all planning cycles reviewed with child’s and families’ voices as an aspect within. |
| 1.1 | Changes to the Early Years Learning Framework and the My Time Our Place documents to Version 2 to be implemented by all educators | For all educators to transition successfully to using the V2 of the documents | H | Assist educators to update their documentation or program apps to V2  Share information about the changes between the V1 and V2  Review all planning cycles to ensure V2 is in place. | All planning cycle elements will be reviewed to ensure that links to the EYLF and the MTOP are to the V2.  That when discussing the EYLF and the MTOP educators are comfortable in their understanding of V2. | Feb 2024 - Completed | April 2023 – shared information in the meeting about the changes to V2.  July 2023 – used the information from ACEQA to support the learning about the V2.  Feb 2024 – All educator documents have been reviewed to ensure that V2 is in place. |
| 1.2 | Changes to the school age documentation requirements for other states. | Ensure school age children documentation is in line with changes (even though not QLD applicable) and knowledge of this is shared with educators. | M | Share information about the changes to the school age children documentation in relation to observations.  Review planning cycle of educators who are educating school aged children. | Educators with school age children will be documenting according to requirements. | July 2023 - Completed | May 2023  Information on changes to other states shared with all educators at the meeting, fact sheet emailed.  June 2023 Program documentation reviewed. |
| 1.3 | Catering for children in their year before Prep | A Kindy curriculum developed and collaborated with an early educational teacher. | M | 2018  Louise to source what remaining subjects are left on her Bachelor degree.  Complete her Bachelor of Teaching.  2021  Explore ways that a Kindy program can be implemented across multiple family day care.  2022  Reestablish links with the schools in our areas once lockdowns have been completed.  2023  Source connections within the community that have Kindy curriculum projects in place for the wider community. | All children who are in the year before Prep are educated and cared for with the Kindy curriculum as the foundation. Most children are attending a kindy program and family daycare. | Dec 2021 relooked at this and with covid it has been a difficult year.  March 2022 relooked due to number of educators being low. They don’t currently offer that course anymore and it would mean restarting study fulltime.  March 2022  Have reformed links with schools that are in our current educator areas.  April 2023  Educators in the Caboolture area are attending the Caboolture EYP through Lady Gowrie.  October 2023  Educators in Sippy Downs attend Chancellor Park link program.  June 2024  Bellmere educators attend Kindylink playgroup at the Bellmere Primary State School | November 2018  Louise has approached several Universities to see which are her best options for Open learning to finish off her degree.  November 2019 this has proved more difficult and with the demands of the business is not yet possible. Will relook. 2020 Louise will be taking Maternity leave in Dec 2020/Jan 2021  Dec 2020 – this year has been challenging with Covid 19 and the business. Louise has looked at QUT and will relook at this in 2021 when she is back from maternity leave.  Dec 2021 Covid 19 has really impacted the educators and the ages of children in care. Louise still has the goal to complete Uni and QUT is offering a 2 year course  May 23 -Louise is in the process of applying for re-entry. |
| Standard 1.3 | A clear link that encompasses the complete planning cycle. | For the flow of a planning cycle to be consistently evident. | H | 2018 - 2024  Working with all individuals on their strengths and weaknesses in regard to the planning cycle.  2022  Providing training with our Educational Leader.  2018-2024  Continually accessing and giving feedback on individual planning cycles.  2023  Educational Program to be displayed in easy access in the Registered Residence and to be checked each visit. | A complete planning cycle will be evident in all educator’s documentation.    Every educator is different and while all educators have a complete planning cycle, this will be consistent across all.    Assessment of children's learning on all children. | Ongoing  A complete planning cycle will be evident in all educator’s documentation, which is evident in all educators as of April 2024  Ongoing  Every educator is different and while all educators have a complete planning cycle, this will be consistent across all. The depth of each cycle does differ between each educator, but all educators have a cycle in place as of April 2024.    Ongoing  Assessment of children's learning on all children | September 2018  Have added planning cycle notes to individual folders.  October/November 2018  Have begun discussing with individual educators about what they find easy/hard when documenting.  October 2019, this seems to be an area that needs constant attention, with educators changing the way the program. This year we have spent one on one time with educators going through their programs and links. It’s been documented in their coordination notes.  Dec 2020 – There seems to be a lot of burnout with covid 19 and Educators, at times educators are juggling school work for their own children outside of work hours. Some have been working longer hours to support parents and documenting programming has suffered. Goal for 2021 is to address the linking and the burn out in educators.  Dec 2021 - We organised professional development with phoenix support, it was a combination of online and in person for educator wellbeing. Educators gave positive feedback.  June 2022 Professional development accessed February through the rose way planning. We have professional development to run through until August 2023.  April 2024, each planning cycle has been examined during visits and discussed with educators, including the information displayed on the wall as per requirements. Each educator has a planning cycle in place and displayed information. |
| Standard 1.3 | Critical reflection on children’s learning and development, both as individuals and in groups, drives program planning and implementation. | Critical reflection to be happening consistently. | H | 2019  Working to provide a reflection to educators each month.  2020  Coordinators will discuss with educators their reflections and encourage critical reflection on this. | Critical reflection will drive the program, planning and implementation, with children’s learning and development at the centre of all programming. | Dec 2021  Educators are reflecting through email and in visits on their practices including Quality Area 1.  June 2023  Critical Reflective emails are sent out weekly in an effort to cover more information, practices and theorists.  April 2024 Ongoing process, 75% of educators respond each week to the Weekly reflection emails. | January 2019  This has started with educators receiving a goal setting reflection for January. Goal setting is to encourage educators to think of where they are and where they would like to be.  November 2019  relook at their goals and reset goals for 2020. Reflections have been sent to educators.  2020 has been a challenging year with Covid restrictions, this has meant that some educators closed for a period of time or only had children attending for short days or no days while parents were in isolation. This was challenging for educators to plan and reflect on their programming. Many have used this time to change the way that they deliver programming to the families.  Dec 2021 – We have spoken to educators about the challenges with critical reflections and will re-establish sending them out monthly in 2022.  June 2022  Feedback on the emails has decreased due to personal stresses related to lockdowns and uncertainty around workdays.  June 2023  Have started weekly emails that are shorter. Educators respond that they have read, and we discuss more in depth during visits.  April 2024  Overall engagement is high, feedback through anonymous survey was positive and we will continue with this format. |
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**Quality Area 2: Children’s health and safety**

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

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

Quality Area 2: Standards and elements

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

## 

National Law and National Regulations underpinning Quality Area 2

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

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

| **National Law and National Regulations** | | **Associated element** |
| --- | --- | --- |
| Regulation 82 | Tobacco, drug and alcohol free environment | 2.2.1 |
| Regulation 83 | Staff members and family day care educators not to be affected by alcohol or drugs | 2.2.1 |
| Regulation 84 | Awareness of child protection law | 2.2.3 |
| Regulation 84A | Sleep and rest | 2.1.1 |
| Regulation 84B | Sleep and rest policies and procedures | 2.1.1 |
| Regulation 84C | Risk assessment for purposes of sleep and rest policies and procedures | 2.1.1 |
| Regulation 84D | Prohibition of bassinets | 2.1.1 |
| Regulation 85 | Incident, injury, trauma and illness policies and procedures | 2.1.2 |
| Regulation 86 | Notification to parents of incident, injury, trauma and illness | 2.1.2 |
| Regulation 87 | Incident, injury, trauma and illness record | 2.1.2 |
| Regulation 88 | Infectious diseases | 2.1.2 |
| Regulation 89 | First aid kits | 2.1.2 |
| Regulation 90 | Medical conditions policy | 2.1.2 |
| Regulation 91 | Medical conditions policy to be provided to parents | 2.1.2 |
| Regulation 92 | Medication record | 2.1.2 |
| Regulation 93 | Administration of medication | 2.1.2 |
| Regulation 94 | Exception to authorisation requirement—anaphylaxis or asthma emergency | 2.1.2 |
| Regulation 95 | Procedure for administration of medication | 2.1.2 |
| Regulation 96 | Self-administration of medication | 2.1.2 |
| Regulation 97 | Emergency and evacuation procedures | 2.2.2 |

| **National Law and National Regulations** | | **Associated element** |
| --- | --- | --- |
| Regulation 98 | Telephone or other communication equipment | 2.2.2 |
| Regulation 99 | Children leaving the education and care premises | 2.2.1 |
| Regulation 100 | Risk assessment must be conducted before excursion | 2.2.1 |
| Regulation 101 | Conduct of risk assessment for excursion | 2.2.1 |
| Regulation 102 | Authorisation for excursions | 2.2.1 |
| Regulation 102AAB | Safe arrival of children policies and procedures | 2.2.1 |
| Regulation 102AAC | Risk assessment for the purposes of safe arrival of children policies and procedures | 2.2.1 |
| Regulation 102B | Transport risk assessment must be conducted before service transports child | 2.2.1 |
| Regulation 102C | Conduct of risk assessment for transporting of children by the education and care service | 2.2.1 |
| Regulation 102D | Authorisation for service to transport children | 2.2.1 |
| Regulation 102E | Children embarking a means of transport—centre-based service | 2.2.1 |
| Regulation 102F | Children disembarking a means of transport—centre-based service | 2.2.1 |

**Quality Improvement Plan for Quality Area 2**

Summary of strengths for Quality Area 2

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| **Strengths** | The wellbeing of all children is consistently documented, healthy choices observed while visiting, through observing programming and daily/weekly postings online and when in the community.    All educators meet the requirement to participate in Mandatory Reporting/Child protection training each year, as well as being required to have a Food Safety course and Safe Infant sleep training completed.    Educators are provided tablets that have many resources preloaded, both on their private side and the family side, this assists them in providing current and correct information regarding health and wellbeing for themselves and for their families. |

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

Notes:

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

Standard 2.1 – Health: Each child’s health and physical activity is supported and promoted.

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | [If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard] |
| 2. Practice is informed by critical reflection | [If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.] |
| 3. Practice is shaped by meaningful engagement with families, and/or community | [If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community] |

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

Notes:

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

Standard 2.2 – Safety: Each child is protected.

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | [If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard] |
| 2. Practice is informed by critical reflection | [If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.] |
| 3. Practice is shaped by meaningful engagement with families, and/or community | [If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community] |

**Key improvements sought for Quality Area 2**

Improvement Plan

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| **Standard/ element** | **Issue identified during self-assessment** | **What outcome or goal do we seek?** | **Priority (L/M/H)** | **How will we get this outcome? (Steps)** | **Success measure** | **By when?** | **Progress notes** |
| 2.1 | Educators are struggling to complete the Safe Infant Sleep Course due to the amount of time it takes to complete. | For all educators to have completed this course to reinforce the existing knowledge that they already have. | M | 2018  Provide assistance while they are working so that they can use this time to finish the course. | All educators will have completed the Safe Infant Sleep course | On an ongoing basis – these will be updated as required.  2019 – Completed by all and now required before starting.  2023 Reviewed | August 2018  Everyone has started the course.    December 2018  All but one (medical leave) has completed.  November 2019 -Everyone has a safe sleep course. Have also suggested to educators that if they are having trouble with the course-that they are free to do another one (paid versions are quicker).    Dec 2020  Most educators are now choosing to do the paid SIS course. All educators have a current SIS course which is tracked on google reminders and their educator registrations.  Jan 2022 - All educators, coordinators hold safe infant sleep courses.  April 2023 – Kylie and Louise have been looking at holding a group safe infant sleep course. Currently getting pricing from various providers. Looking at if it is a group session or if educators can do it individually within a time frame.  July - October 2023  All policies have been updated for the new regulations and risk assessments conducted  April 2024 – SIS courses are completed by all as per regulation, regardless of ages |
| 2.1 | Ensure comprehensive information in regards to the requirements for sleep and rest (including risk assessment and management).  Remove bassinets and portacots from registered residence | For all educators to have a risk assessment and management form that records their individual situation, the management of all elements to do with sleep and risk, and for educators to understand the regulatory changes around this. | H | Create a foundation risk assessment and management form that has all the regulatory requirements.  Coordinators to go through each individual form with an educator to ensure that they record the specific steps they take in regard to sleep and rest.  Add yearly review of form to be added to the activity risk assessment management plan for the service.  Meeting about the changes and why they are being put into place. | All educators will have an individual risk assessment and management form that is within 1 year.  No bassinets and portacots are used  Portacots can be used if checked before use. | October 2023  January 2024  Updated March 2024 | March 2023 – meeting on the changes that are occurring in regard to sleep and rest.  June 2023 – all educators have a risk assessment and management form, reviewed during this month’s visits. No bassinets are at registered residence.  Sep 2023 – Everyone’s risk assessment is reviewed at visits to ensure that they continue to access, understand and keep up to date.  Dec 2023 – Advised that portacots are not to be used unless “temporary”  Spoke with all educators that have one.  March 2024 – Portacots now can be used if checked, sleep form changed on Fully Booked as well as paper version.  April 2024 – All sleep and rest risk assessment and management forms reviewed during this months visits. |
| 2.1 | The incorporation of dental hygiene practices in the education and care setting. | For children to be educated and aware of their dental health and incorporating healthy practises into education and care routines. | M | Provide in training in 2019 from dentists and look at having them join a play group to educate children at the source.  2020 Explore activities that educators can involve the children with in-house.    2021  Look at creating packs to take home for all the children during Dental Health Week 6-12 Aug.  April 2023  Packs sent out to all educators with information and dental equipment. | Children will actively and independently demonstrate their awareness about dental hygiene during visits.  Educator routines will consistently involve dental health practices. | June 2021 audited to see where children are – successfully across all educators.  April 2023  Packs disturbed to all educators. | Have spoken with Dental Maroochydore, looking at a March/April play group date (busy time of year over school holidays).  November 2019 – have been having trouble sourcing a dentist, however we have added the Colgate dental resources to the library.  2020 – Covid has restricted all visitors to the educators. We will look at what covid restrictions will be in place during 2021.  Dec 2021 – Covid has changed the way educators are accessing resources this year there has been a lot of shared resources and online access. Continue this for 2022 and share with educators.  April 23 – Colgate sent packs out individually to educators.  April – 2024  Apply for new pack. Organise a play group for August to highlight Dental Week. |
| 2.1 | Currently information on food, drink, toileting is recorded and shared for all children under 2. NQS states under 3, but are families of 2-3yos wanting this information? | Communication with families of children between 2-3yos and those 0-2 as they approach 3yo, if they require more in-depth detail about their children’s consumption and toileting. | L | Create a survey for all families, as we have done in the past, and include questions about their children’s daily reports; are they wanting this to continue after 2yos?  Speak to families that we see on visits, and during phone calls upon welcoming and during their continued enrolment, asking their thoughts. | We will have an overview on opinions from families on their thoughts about when in-depth written communication is stopped (at 2yos or 3yos).  Have educators offer this service to continue once a child turns 2yo for those that would like this so we can remain flexible and meet the needs of families. | Dec 2021  Completed  April 2023  Re assessed through parent survey and discussion. Completed | November 2018  Begin discussion with educators on their routines and recording methods currently in use for children under 2yos.  November 2019 – feedback from parents is that they are happy with the information provided in the 0-2 years.  March 22 – we sent out policies and parent feedback is that they are happy with information.  March 23 – we sent anonymous survey requesting feedback. All happy with under 2yos.  April 2023 – No feedback from policy review on the need to change from 2yo to 3 year olds. |
| 2.1 | Supervision breach during excursion. | For active supervision to occur in all settings including that while on excursions. | H | Meeting about the situation.  All risk assessments and management forms to be updated with reviewed information and shared with families.  Safe arrival of children policy created and added to audit list. | No further incidents during drop off or pick up.  Policy in place and understood. | Ongoing  October 2023 | June 2023 – Meeting held and information shared (with educators permission) about the event.  July 2023 – All excursion risk assessment and management forms updated and shared.  September 2023 – Policy refined and reviewed with the latest information provided be ACEQA. Sent out to all parties. |
| 2.2 | 2018  With Passtab finishing in May, visitor forms will need to be done on a new platform to ensure that we remain consistent with requirements.  May 2023  Fullybooked is in use we have updated with new regulation information. | Continue recording all visitor interactions as required. | H | 2019  Look at different forms and ways to do forms.  Discuss with educators about methods preferred (online/paper).  Have a trail on the forms once evidence is gathered.  2020  All educators comfortable using Fully Booked.  2024  All are successful and backed up on OneDrive. | Will have a new method of recording visitors that is consistent with requirements.  Visitor forms are completed and backed up on to OneDrive. | Dec 2021  April 2024  Reviewed and produces in place are completed and successfully | October 2018  Looked at adding to Fully Booked, but they don’t have a signature section in the checklist.  Asked Fully Booked to add signature feature – feedback is that they will look at, but development may take a while.  December 2018  Educators all expressed they wanted to keep with scheme’s ethos of online.  January 2018  Have created forms on 123 form builder and installed on all educator tablets, will ask for feedback through February on how they are going.  May 2019 Fullybooked now has the signature capabilities and educators are getting visitors, educator visitors and coordination staff to sign in.  2020 Fullybooked continues to update their systems allowing for forms, sleep checks and headcounts to be used by educators.  Dec 2021 – Fullybooked continues to update their systems allowing for feedback from the scheme and updating as required.  March 22 – Fullybooked has updated their system, due to the mandates we now have a folder in visitors/educators for the green tick to be placed.  April 2023  Tick removed as all mandates finished and unlikely to return.  April 2024  Systems reviewed including back up procedures. All successful. |
| 2.2 | Risk assessments not being sighted by parents. | For all parents to have an electronic copy of maps and risks. | H | Will be completing checks on educators and parents will ensure this is happening.  Will show educators how they can do a view only file in OneDrive. | All parents have access to risk assessments and maps at the registered residence.  All parents are electronically sent updated information yearly. | June 2021  All parents will have an electronic copy of risk and maps on an ongoing basis.  June 2022 ensured this is still happening.  April 2023  Risks updated and links provided for educators to forward to families  April 2024  Completed again, as above. | November 2019- meeting to show educators how to do read only files.  2020 – All Educators have folders with risk assessments and maps to excursion points so files can be sent to parents easily when excursion permission is asked.  Dec 2021 – Parents are able to access the risks for excursions. We will ensure that this continues to happen.  Feb 23 – Educators are spoken to on a regular basis about excursions and ensuring that risk assessments are either sent via email or sited.  Parents can request maps and risk assessments at any time and they are located on OneDrive.  April 2024  Educators are to review risk assessments, once completed they emailed families the link with these and the maps within. All remain accessible onsite. |
| 2.2 | Headcounts are not being completed consistently.  Ensuring all children are accounted for when moving in and out of cars. | At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard. | H | Will be checking educators who notify of excursions and remind them on an ongoing basis.  2023  Incorporate head counts in to Fire evacuations to ensure all educators can show training and knowledge for head counts regardless of transporting children. | Fullybooked headcounts until educators are completed. | June 2022  Completed  April 2024  Reviewed and each educator’s fire evac checked to ensure a head count was done. | March 22 – Educator reminders are going out on an ongoing basis to remind educators to complete head counts.  March 23 – Educator reminders are going out on an ongoing basis to remind educators to complete head counts. This was also discussed in the last meeting. If a sign in hasn’t worked educators are to note numbers in comments and contact scheme asap to have child signed in.    April 2023  Head counts are audited randomly and performed by all educators each 3 months as a part of the emergency evacuation practice.  April 2024  Successful across all educators. |
| 2.2 | Look at a group child protection to ensure everyone is getting highest quality training. | All educators continue to be knowledgeable in regard to child protection, mandatory reporting and the Child Protection and Safe Environment Policy. | H | Look at restrictions in 2021 and source a child protection speaker.  2022  Provide free training for all educators in August which is when the policy is also reviewed. | Group knowledge on child protection and their responsibilities | June 2022  Completed  Reviewed Aug 2023  Successful  Reviewed July 2024  Insafe hands employed again (educators to complete before their expiry date) | February 2022 – updated our being a child safe organization certificates and looking at having someone come in. Covid numbers have dropped, and we have online development until August.  Aug 2022 – Completed group child protection completed this month.  Aug 2023 – Repeated.  July 2023 – Insafe hands booked online for all educators. |
| 2.2 | National Child Safe Principles are understood by all parties and what to do in the event of an incident is comprehended without prejudice. | If an incident occurs, educators will be able to act with confidence and within the scope of the policies and procedures. | H | Review current Child Protection and Safe Environment Policy to ensure all elements of the changes in regulations is already met.  Meeting on what to do after an incident occurs to ensure educators are comfortable with the procedures.  Reach out to IFYS to ensure all information shared about programs is current. | Policy is correct and up to date.  Educators’ knowledge extends to what steps to take after an incident occurs. | October 2023  March 2024 - completed | September 2023 – Information released is compared to current policy and all information required is within. Policy revied by all parties.  December 2023 – IFYS consulted with in regard to actions after an incident and the tool kit from TRUE.  Feb 2024 – All educators have been again provided with steps on what to do after an incident. |
| 2.2 | Equipment temperature. | At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard. | M | Sourcing temp gauges to measure surface temperatures. | Group knowledge on responsibilities for educators. | Dec 23 - completed | May 23 – educators have been briefed about situation (WA incident).  October 2023 – temperature gauges provided to those that have heated outside environments. |
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**Quality Area 3: Physical environment**

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

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

Quality Area 3: Standards and elements

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

National Law and National Regulations underpinning Quality Area 3

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

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| **National Law and National Regulations** | | **Associated element** |
| Regulation 84D | Prohibition of bassinets | 3.1.2 |
| Regulation 103 | Premises, furniture and equipment to be safe, clean and in good repair | 3.1.2 |
| Regulation 104 | Fencing | 3.1.1 |
| Regulation 105 | Furniture, materials and equipment | 3.2.2 |
| Regulation 106 | Laundry and hygiene facilities | 3.1.1 |
| Regulation 107 | Space requirements—indoor | 3.1.1 |
| Regulation 108 | Space requirements—outdoor | 3.1.1 |
| Regulation 109 | Toilet and hygiene facilities | 3.1.1 |
| Regulation 110 | Ventilation and natural light | 3.1.1 |
| Regulation 111 | Administrative space | 3.1.1 |
| Regulation 112 | Nappy change facilities | 3.1.1 |
| Regulation 113 | Outdoor space—natural environment | 3.2.1 |
| Regulation 114 | Outdoor space—shade | 3.1.1 |
| **National Law and National Regulations** | | **Associated element** |
| Regulation 115 | Premises designed to facilitate supervision | 3.1.1 |
| Regulation 116 | Assessments of family day care residences and approved family day care venues | 3.1.1 |
| Regulation 116A | Inspection of swimming pools, water features and other potential water hazards at family day care residences and approved family day care venues | 3.1.1 |
| Regulation 116B | Inspection report (additional requirement for family day care) | 3.1.1 |
| Regulation 116C | Compliance with fencing requirements for swimming pools at family day care residences and approved family day care venues | 3.1.1 |
| Regulation 117 | Glass (additional requirement for family day care) | 3.1.1 |
| Regulation 274  NSW | Swimming pools | 3.1.2 |
| Regulation 345  Tasmania | Swimming pool prohibition | 3.1.2 |

**Quality Improvement Plan for Quality Area 3**

Summary of strengths for Quality Area 3

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| **Strengths** | Educator’s environments are checked on an ongoing basis through visits and photos posted in their observations, Facebook pages, Instagram accounts and programming applications.    Educators are changing environments based on the needs and interests of the children. Where educators may not have a large natural area, they are sourcing parks and utilising them to have more nature play outdoors.    Children on visits are seen having their voices heard, with child initiated, active and contented play being heavily represented across all educator’s environments. This is expressed when having conversations with families at visits, in emails and over the phone. |

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

Notes:

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

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

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | [If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard] |
| 2. Practice is informed by critical reflection | [If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.] |
| 3. Practice is shaped by meaningful engagement with families, and/or community | [If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community] |

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

Notes:

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

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

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | [If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard] |
| 2. Practice is informed by critical reflection | [If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.] |
| 3. Practice is shaped by meaningful engagement with families, and/or community | [If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community] |

**Key improvements sought for Quality Area 3**

Improvement Plan

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Standard/ element** | **Issue identified during self-assessment** | **What outcome or goal do we seek?** | **Priority (L/M/H)** | **How will we get this outcome? (Steps)** | **Success measure** | **By when?** | **Progress notes** |
| 3.1 | Educators to allow coordinators into their private environments so that pool compliance checks can occur. | Monthly checks of educator’s pools within the residence. | M | Educate on why checks are required.  Provide fact sheets on the information that will be required each month. | Educators will feel comfortable with us entering their private spaces to perform the required checks.  Educators express level of comfortability. | October 2023  April 2024 | October 2023 – policy updated, checks being preformed and recorded on visit notes each month.  January 2024 – Checked in with all educators that have pools to see how they are feeling.  April 2024 – sent out anonymous survey on practices. |
| 3.2 | Environmentally responsible practices in the community and at registered residences. | For these practices to be embedded within the scheme. | M | Introduction to Junior Landcare and adopting a park in their local area or that they visit frequently.  Tour of the local recycling plant. | Educators and coordination team will actively teach children about the safe collection of rubbish at a local park that they frequent.  Attending a tour of the local recycling plant and adopting recycling measures.  To have sustainable measures be witnessed by coordinators during visits across all educators. | Feb 2021  Ongoing | January 2019  Emails have been sent to Junior Landcare and the Council for further information and booking confirmation  Sep 2019 – joined Landcare and became responsible for the rubbish in the parks that’s frequent.  December 2019- have the council come out with the positive pet’s ranger.  2020 Covid has affected our ability to have professional people in educator’s spaces.  2021 we will look at what restrictions are in place and organise for Landcare or sustainable programming.  Feb 23 – Educators are visiting community gardens and doing inhouse recycling and reusing where they can.  April 2024 – planned play groups at nature based environments to promote land care. |
| 3.2 | During visits noticed that there was a lack of natural resources in some environments. | There will be more sustainable, natural equipment reflected in all educator’s environments. | M | Created page on Pinterest for DIY natural resources.  Add more natural resources to the resource library to borrow.  Provide resources through Educator Day presents that are natural materials. | Natural resources will be reflected within each individual educator’s environments. | Ongoing | December 2019  Pinterest page created – share link with educators.  November 2019- we have been giving educators gifts that are made of natural materials.  2020 We have continued to gift educators with natural resources for educator’s day.  Dec 2021 – as a scheme we have seen how educators feel appreciated, we have listened during visits to what resources educators are looking for and have been sourcing them for educator presents.  Jan 23 – discussed looking at what we can contribute for including first nations in the environments. Will look for natural resources to reflect this. |

**Quality Area 4: Staffing arrangements**

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

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

Quality Area 4: Standards and elements

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

National Law and National Regulations underpinning Quality Area 4

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

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

**Quality Improvement Plan for Quality Area 4**

Summary of strengths for Quality Area 4

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| **Strengths** | Educators are providing feedback around the processes, the policies and communication from parents. This has led to a review of practices and policies monthly, we will continue to reflect and revise as we move forward.    Educators/families were asked to complete an anonymous survey and the Scheme/Educator’s feedback from these have been added to the QIP and continue to be ongoing.  Educators are able to contact coordination staff to cover them for short periods of time to ensure that children are familiar with those that are caring for them and maintaining/building relationships with families and children.    Coordination staff communicate daily, this ensures that a person is always available should an educator or family need assistance. Relationships between educators, especially those local to each other have formed and this ensures that if relief care is required, bonds have already been formed between children and other educators. |

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

Notes:

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

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

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | [If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard] |
| 2. Practice is informed by critical reflection | [If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.] |
| 3. Practice is shaped by meaningful engagement with families, and/or community | [If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community] |

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

Notes:

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

Standard 4.2 – Professionalism: Management, educators and staff are collaborative, respectful and ethical.

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | [If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard] |
| 2. Practice is informed by critical reflection | [If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.] |
| 3. Practice is shaped by meaningful engagement with families, and/or community | [If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community] |

**Key improvements sought for Quality Area 4**

Improvement Plan

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| **Standard/ element** | **Issue identified during self-assessment** | **What outcome or goal do we seek?** | **Priority (L/M/H)** | **How will we get this outcome? (Steps)** | **Success measure** | **By when?** | **Progress notes** |
| 4.1 | Educators struggling with documentation requirements. | Better balance for educators and less stress | M | Conduct a survey to see the reasons why educators feel they are struggling in this area.  Use the feedback to offer services that relieve this stress.  Offer relief for documentation time.  Offer to take the parenting payments requirements. | Educators are up to date without becoming stressed. | July 2024  Relief provided for documentation time.  We are doing the family accounts for 11 educators (out of 30) | Nov 2023 – Burnout reported at multiple educators.  April 2024 – educators indicated on survey that they find the paperwork requirements very difficult if they have children that don’t sleep or sleep at all different times.  May 2024 – Extended the offer of relief work to educators that need help with documentation (not just to cover appointments)  June 2024 – Encouraged educators to begin the process of transferring parent payments to us (which may be law in July 2025). |
| 4.2 | Obtaining family input on policies and procedures as part of our professional collaboration. | For at least two responses per educator’s families per policy review. | L | Exploring different ways to get in contact with them.  Look at shortening options to yes or no responses when possible. | Family input will be more evident in policies and procedure reviews | Dec 2021 – ongoing basis | October 2018  Have discovered group emails on Hubworks, look at sending through p and p on there.  December 2018  Feedback from Hubworks hasn’t occurred.  January 2019  Have moved to Fully booked. Individual emails with polices are being sent out with the updated policy and procedure attached and links to the website included.  October 2019 – emails are sent to parents monthly, looking at how we can gain more responses.  December 2019- sending out a parent survey on are they getting policies. Are they viewing their statements weekly, what would they like to see improved? 2020 Fullybooked allows for parents to log into their portal and see statements and payments from when they enrolled.  Jan 23  Fullybooked allows for parents to log into their portal and see statements and payments from when they started.  Dec 23  Anonymous survey sent out with minimal answers required, 11 replies recorded.  April 24 Educator’s were asked for feedback from parents, and many was provided verbally, and this information passed on to us. |
| 4.2 | Educators noted on survey what training they would like to have. | For all suggested training to be completed by December 2019.  Reviewed and redone 2022  Revied and redone 2024 | M | Plan out training, looking at online courses that educators could complete in their homes if desired or as a group. | All training successfully delivered.  Survey sent out and training done.  Survey sent out – training to be organised for Aug | December 2021 - done  Dec 2022  Aug 2024 | November 2019  OneDrive has a folder of professional development discussions.  January 2019  Have booked training through Phoenix support on educator’s well-being.  February 2019- we had the Phoenix support come out, which focused on educator’s wellbeing.  July 2019- Tax person out to talk about deductions and what you are allowed to claim.  The OneDrive e professional development folder is updated monthly with new webinars.  2020 – Professional development has been added to the OneDrive professional development file with Covid shutting down face to face training and meeting educators can access whenever it is convenient. 3rd Dec 2021 The professional development folder hasn’t been accessed as often even though its always updated. Have shared free professional development with educators. Many are expressing that they are feeling burnt out. Look at ways to reduce the load on educators.  March 22 Burn out is at an all-time high with covid, mandates, floods etc and demands of parent’s educators are looking to take breaks away from caring for children. We have been encouraging educators to have days off and looking at how we can support them more. Dec meeting over dinner worked well for those that attended. March 23 – We have been looking group training and have used zoomed this worked very well. |
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**Quality Area 5: Relationships with children**

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

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

Quality Area 5: Standards and elements

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

National Law and National Regulations underpinning Quality Area 5

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

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

**Quality Improvement Plan for Quality Area 5**

Summary of strengths for Quality Area 5

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| **Strengths** | The scheme has comprehensive documentation on the relationships developed between educators and children.    Children are consistently expressing their sense of belonging during visits and are forming own relationships with the coordination staff.    Playgroups are held with the scheme to encourage meaningful relationships with other children and educators. Playgroups are multi-age events and as such naturally invite children to collaborate and learn from one another. |

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

Notes:

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

Standard 5.1 – Relationships between educators and children: Respectful and equitable relationships are maintained with each child.

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | [If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard] |
| 2. Practice is informed by critical reflection | [If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.] |
| 3. Practice is shaped by meaningful engagement with families, and/or community | [If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community] |

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

Notes:

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

Standard 5.2 – Relationships between children: Each child is supported to build and maintain sensitive and responsive relationships.

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | [If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard] |
| 2. Practice is informed by critical reflection | [If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.] |
| 3. Practice is shaped by meaningful engagement with families, and/or community | [If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community] |

**Key improvements sought for Quality Area 5**

Improvement Plan

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| **Standard/ element** | **Issue identified during self-assessment** | **What outcome or goal do we seek?** | **Priority (L/M/H)** | **How will we get this outcome? (Steps)** | **Success measure** | **By when?** | **Progress notes** |
| 5.1 | The documentation of how educators reflect on, identify and minimise the impact of their own biases. | The inclusion of this reflection as part of the critical reflection that occurs with the other National Quality Standards | M | Explore our own biases and how these can affect practices.  Look at providing training on educator’s self-exploration.  Use these concepts in the reflection documents created by the coordination staff. | Educators will be able to express verbally and, in their documentation, how their own biases are managed and reduced.  Successful attendance of training in this area by educators.  Comprehending and using the V2 of the EYLF and the MTOP while understanding own bias. | December 2021  Dec 2023  February 2024 | January 2019  Professional development booked for February that has an element of self-exploration and their practices.  2020 professional development was halted due to covid this year, we have uploaded webinars to OneDrive for educators to access as they are interested.  Dec 2021 -This is an area of constant reflection for educators and staff.  Dec 23-We have purchased a program for educators on reflection and bias.  Nov 2023 – bias examined and explored during visits in relation to the V2 of the EYLF and MTOP. |
| 5.2 | Children exposed to different groups of other children within FDC and the wider community now that restrictions have finished. | Provide play groups and source local community playgroups to extend on children’s collaborative learning. | L | Reach out to multiple organisations to see if they have community run playgroups.  Assist educators with risk assessment and management forms to these destinations to reduce paperwork.  Organise internal play groups in multiple towns.  Have buddy educators for those that like the social experience. | More interaction between children to assist in children learning collaboratively. | Dec 2023 - completed | April 2023  Educators in the Caboolture area are attending the Caboolture EYP through Lady Gowrie.  October 2023  Educators in Sippy Downs attend Chancellor Park link program.  Dec 2023 Multiple educators have created their own groups locally and are meeting up at parks and mainly music events on top of our play groups.  July 2024  Bellmere educators attend Kindylink playgroup at the Bellmere Primary State School |
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**Quality Area 6: Collaborative partnerships with families and communities**

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

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

Quality Area 6: Standards and elements

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

National Law and National Regulations underpinning Quality Area 6

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

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

**Quality Improvement Plan for Quality Area 6**

Summary of strengths for Quality Area 6

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| **Strengths** | Feedback through email and educators, demonstrates that the scheme has begun developing strong relationships with families, as they are seeking out support, information and to express feedback on their educators.    Families are supported by educators and the scheme in their cultural, values and beliefs through asking for this information during the enrolment process.    Families can access current policies and procedures on educators' tablets, the scheme website and they are provided to parents during the orientation/welcome process.    Families are able to access/update their enrolment information, access statements and hours attended on their family Fully Booked portal.    Educators engage in community activities throughout the year, these include but are not limited to music groups, visits to aged care residences, story times and community gardens. |

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

Notes:

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

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

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | [If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard] |
| 2. Practice is informed by critical reflection | [If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.] |
| 3. Practice is shaped by meaningful engagement with families, and/or community | [If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community] |

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

Notes:

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

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

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | [If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard] |
| 2. Practice is informed by critical reflection | [If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.] |
| 3. Practice is shaped by meaningful engagement with families, and/or community | [If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community] |

**Key improvements sought for Quality Area 6**

Improvement Plan

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| **Standard/ element** | **Issue identified during self-assessment** | **What outcome or goal do we seek?** | **Priority (L/M/H)** | **How will we get this outcome? (Steps)** | **Success measure** | **By when?** | **Progress notes** |
| 6.1 | Increase in parent complaints. | For an increase in professionalism in parent relationships. | H | Look at professional development for educators. Webinars and PD | By having fewer parent complaints.  Dec 2021 – Complaints we have received this year have been related to payments and not educator care.  Dec 2023 – Complaints have decreased with areas of communication increasing between educators and parents to a pre pandemic level. | Dec 2021  Ongoing | November 2019- making more in-depth notes on complaints so they can be addressed quickly and reflected on. 2020 – Covid has caused conflicted as parents tried to increase days and hrs  Jan 2023 – We have noticed an increase in parent complaints in things that could be conversations with educators. We have addressed these with educators and parents and always ask if they have let the educator know of their concerns. Dec 2023 - Reminded Educators to ask parents in conversation about monthly reviews of policies and to give feedback to scheme. |
| 6.2 | Confusion about how to include Aboriginal and Torres Strait Islanders culture without being tokenistic. | Develop and foster a higher level of knowledge and pride in Aboriginal and Torres Strait Islander histories, cultures and contributions. | H | Write a vision for Reconciliation, that communicates our commitment to reconciliation in the community.  Increase information around V2 of the EYLF and the MTOP.  Provide all educators with the Aboriginal 8 ways of learning and work with them if they would like to adapt this into the planning cycle. | Have an embedded practices that develop and foster a higher level of understanding and knowledge and pride in Aboriginal and Torres Strait Islander histories, cultures and contributions.  Educators and parents understanding the new aspects of the EYLF and MTOP.  Educators using the Aboriginal 8 ways of learning. | December 2021 - ongoing  March 2023 – completed  October 2023 - ongoing | January 2018  Have accessed narragunnawali.org.au for a reconciliation action plan.  November 2019 - we have started a rap and have spoken in a meeting with inclusion support about accessing elders or local  Members. We have also attended Narrgunnawalie professional development in Brisbane where elders from NSW spoke.  2020 this year we accessed online indigenous training. December 2021 – we are waiting for training to begin with the koori Curriculum. Louise had discovered that there is first nations heritage on her daughter’s fathers’ side and is researching this and will share information with educators.  Feb 23 – Looking at ensuring that first nations are reflected in the educator’s environments. All educators are able to access the V2 and encouraged to share with families.  June 2023 – Training on the Aboriginal 8 ways of learning provided for educators who are interested. |
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**Quality Area 7: Governance and Leadership**

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

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

Quality Area 7: Standards and elements

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

National Law and National Regulations underpinning Quality Area 7

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

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

**Quality Improvement Plan for Quality Area 7**

Summary of strengths for Quality Area 7

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| **Strengths** | The transparent operating systems that we have put into place to ensure the governance of the scheme is accountable at all levels of process. The calendar of compliance and numerous reminders to educators ensure that required documentation never lapses and registers are always accessible to both educators and coordination staff on OneDrive.    By highlighting areas of the NQS on visit notes, and the use of NQF in educator’s display folders, self-assessment has begun being embedded on multiple mediums to ensure that it is given the importance that it is warranted.    Coordination staff work as a unit to support each other and all educators, with a consistent response and manner of professionalism projected and upheld at all times.  Weekly reflections on all elements of the National Quality Framework have ensured the constant changes within them have been communicated, understood and reflected upon with all educators. |

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

Notes:

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

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

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | [If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard] |
| 2. Practice is informed by critical reflection | [If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.] |
| 3. Practice is shaped by meaningful engagement with families, and/or community | [If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community] |

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

Notes:

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

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

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | [If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard] |
| 2. Practice is informed by critical reflection | [If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.] |
| 3. Practice is shaped by meaningful engagement with families, and/or community | [If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community] |

**Key improvements sought for Quality Area 7**

Improvement Plan

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Standard/ element** | **Issue identified during self-assessment** | **What outcome or goal do we seek?** | **Priority (L/M/H)** | **How will we get this outcome? (Steps)** | **Success measure** | **By when?** | **Progress notes** |
| 7.1 | Chris L. (AO) identified that the prescribed information was only displayed at the office and not at each individual registered residence.  Changes to the prescribed displayed information requirements. | For all registered residences and venues to have the prescribed information available. | H | Print off a copy of the prescribed information Chris would like and for this to be given to all educators.  Preform an audit of all educators to ensure that displayed information that is now required (Oct 2023) is correct. | Everyone will have the prescribed information available. | September 2018  October 2023 | September 2018  All educators had this poster.  October 2018  All educators had a new poster as the conditions were changed (1 coordinator to 25 educators).  July 2020  The conditions have changed again, and educators see new posters.  Jan 23 – We are ensuring that we focus on wall displays and correct information is displayed.  October 2023 – audit preformed on all educators to ensure information is current and correct.  Information required added to coordinators visit notes. |
| 7.1 | Visitor records completely on fully booked for all regular and no regular. | For every person to be signed in correctly in a timely manner. | H | Increase of checks and training for those that require it.  Request a draft report on Fully Booked for forms started but not completed. | All visitors will be signed in correctly. | June 2021 – completed  April 2023 - completed | December 2020 – Educators are familiar with how to sign visitors in and out. Will ensure ongoing checks to make sure they continue to be comfortable with this process.  Jan 23 – Draft reports available on Fully Booked and reminders to educators emailed weekly so forms are completed. |
| 7.1 | Blue card changes in their system. Understanding and using the new portal as of April 2020 | For all blue card holders to be on the portal. | M | Go to blue card meetings and be ready for the changes in 2020.  Complete the online training.  Create a system to ensure all Blue Cards are on portal/compliance calendar and updated on PRODA | All educators will be on portal and aware of requirements.  All new blue cards information updated within 24 hours on PRODA | May 2020  Completed  April 2023 - completed | October 2019- Attended blue card information session.  December 2020 The portal is up and running and has been easier to ensure we have all educators linked.  April 2023 - Created a system on OneDrive to ensure that new Blue Cards are also updated on PRODA |
| 7.1 | Systems are in place to manage risk and enable the effective management and operation of a quality service. | For all educators to be running their business as effectively as possible. | M | To offer to manage educators accounts if needed.  To preform random audits to ensure no cash payments are accepted.  To transition educators from managing their own family payments to us preforming this task. | All educators accounts will be in an acceptable range and invoices/statements sent Mondays.  For cash payments not to be accepted by educators  For all educator parent payments to be managed by us | Dec 2022  April 2023 – completed (audits ongoing)  July 2025 | Nov 2022 – All accounts weekly monitored to ensure all statements are sent out.  Jan 23 – Educators send out statements on Mondays and have been no more cash payments from July 23  July 2023 – Random audits to occur on monthly visits of account payments for educators who collect parent payments.  April 2024 – Begin taking on parent payments for educators that no longer wish to.  July 2024 – Informed educators that we will slowly be taking over the parent payments in the next 12 months. Feedback on this sort. |
| 7.2 | Self-assessment of educators is done regularly to ensure the procedures is embedded. | Have created folders that live at an educator’s OneDrive and contain opportunities for feedback for themselves and from coordination staff. | M | By going through the online folders each visit and adding to the documentation.  Adding information to the monthly visit notes to ensure continual practice.  Completing self-assessments with educators through mini A and R like visits. | That many of the areas will have been assessed as excellent and those that require development will be added to here on our QIP. | Dec 2018 – ongoing. | November 2018  All educators have folders and they have started being added to.  May 2021 – we have returned to visit notes and during the monthly staff meetings we ensure we are up to date.  Feb 23 – reflected that this occurs during conversation on visits. We will be conducting mini A and R this year with educators to address questions educator's may have.  April 2024 – reviewed each individual educator’s practice through the self-assessment tool. |
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