



Australian Children's  
Education & Care  
Quality Authority

## **Appendix 2:** Quality Improvement Plan

April 2014

## Service details

<b>Service name</b>	<b>Service approval number</b>
il nido Children's Centre	1-631-3629
<b>Primary contact at service</b>	
Rebecca Heath	
<b>Physical location of service</b>	<b>Physical location contact details</b>
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<b>Approved Provider</b>	<b>Nominated Supervisor</b>
Primary contact: Rebecca Heath Telephone: 08 8365 3839 Mobile: 0433444859 Fax: 08 8365 3423 Email: Rebecca.Heath410@schools.sa.edu.au or ilnido@senet.com.au	Primary contact: Rebecca Heath Telephone: 08 8365 3839 Mobile: 0433444859 Fax: 08 8365 3423 Email: Rebecca.Heath410@schools.sa.edu.au or ilnido@senet.com.au
<b>Postal address (if different to physical location of service)</b>	
Street: As Above Suburb: State/territory: Postcode:	

## Operating hours

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

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

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

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

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	07.00	07.00	07.00	07.00	07.00		
Closing time	18.00	18.00	18.00	18.00	18.00		

## Additional information about your service

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

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

il nido is an integrated Children’s Centre which includes long day care, preschool, health services and parenting support programs. Our preschool operates only during school terms. Term Dates for 2014 are 28/1-11/4, 28/4-4/7, 21/7-26/9, 13/10-12/12 The preschool has pupil free days on

We would request that our validation day is during the school term.

All day parking is available on the street, in the high school student parking across the road or in the Ind St carpark and disability parking.

How are the children grouped at your service?

Sole Room	0-2 years
Stella	2-3 years
Luna	3-4 years
Notte (Preschool)	4-5 years

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

Site Improvement Team : Tracy Neldner (Community Development Coordinator, Chloe Bacon (Team Leader and Assistant Director), Shannon Belle (Preschool Teacher and Educational Leader), and Rebecca Heath (Director of Education and Care & Nominated Supervisor).

## Service statement of philosophy

Please insert your service's statement of philosophy here.

il nido Children's Centre aims to provide quality care, with a multicultural emphasis, that caters for the needs of our children, parents, families, caregivers and the community

### We Believe:

*Each child is important, has rights and individual needs.*

### This will be done by:

- encouraging a sense of self-worth
- developing trusting, caring relationships between educators and children to ensure each child feels safe and secure
- ensuring that all children's voices are heard.
- encouraging each child to be unique and express their ideas, creativity and feelings naturally and freely
- encouraging the development of independence and personal responsibility
- encouraging an appreciation and understanding of differences in culture, language, gender, age and ability
- providing a safe environment with monitored risks where appropriate.

### We Believe:

*That children are capable and confident learners. That the program reflects this view of the holistic child..*

### This will be done by:

- providing a play based environment with learning led by the children.
- where educators are partners in the learning process

- encouraging an awareness and respect for our environment and the environment supports the child's development of a confident self identity.

**We Believe:**

*Parents/guardians and families are the child's primary caregivers and that positive parent partnerships with staff are essential to the provision of quality early childhood education.*

**This will be done by :**

- welcoming all families into il nido and encouraging their input into our programs
- treating all families and children equally and with respect.
- having honest, open and respectful relationship with families.
- create opportunities for family involvement and participation.
- encourage an exchange of information and cooperation with families about their children
- considering families as a partner in their child's learning.
- utilizing cultural perspectives of families and children to be shared and integrated throughout the centre.

**We Believe:**

*That high staff morale, open staff communication and team work are essential for the provision of quality care within the Centre.*

**This will be done by:**

- encouraging and providing staff professional development .
- by promoting a work place culture of self reflection and continuous improvement
- promoting decision making by creating a respectful environment for staff to openly voice their individual opinions.
- staff promoting a positive and professional mindset to maintain high expectations of themselves and others
- providing an environment which is supportive of the individual worker, especially in relation to their cultural, physical, professional and emotional needs

- encourage flexibility among staff
- promoting and encouraging staff sense of connectedness to il nido through team building and getting to know each other.

**We Believe:**

*That the centre should provide a strength based approach to community programs that meet the needs of the local community*

**This will be done by:**

- being sensitive to the changing needs of our community
- providing equity of access to our community programs regardless of social, cultural or economic status
- participating with other community groups and partners and to share resources and develop a support network for families.
- empowering our community to make positive improvements





## Quality Area 1: Educational program and practice

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

### Quality Area 1: Standards and elements

<b>Standard 1.1</b>	<b>An approved learning framework informs the development of a curriculum that enhances each child's learning and development.</b>	
	Element 1.1.1	Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
	Element 1.1.2	Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.
	Element 1.1.3	The program, including routines, is organised in ways that maximise opportunities for each child's learning.
	Element 1.1.4	The documentation about each child's program and progress is available to families.
	Element 1.1.5	Every child is supported to participate in the program.
	Element 1.1.6	Each child's agency is promoted, enabling them to make choices and decisions and influence events and their world.
<b>Standard 1.2</b>	<b>Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.</b>	
	Element 1.2.1	Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.
	Element 1.2.2	Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.
	Element 1.2.3	Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.

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

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

## Quality Improvement Plan for QA1

### Summary of strengths for QA1

<b>Strengths</b>	<p>Our team of educators ensure that each room use a responsive planning cycle and that programs reflect our statement of philosophy. Each child has an individual program created each term, designed around the child's strengths and interests. The Early Years Learning Framework (EYLF) heavily influences the creation of the individual and group programs development. We use Learning Stories to record children's development and significant learning. Our Learning Stories are credit mode and reflect on what the child can do, rather than what they can't do. Further to this our Learning Stories are used to inform curriculum planning and programming, reporting to parents and the centre's commitment to valuing the authentic children's voice. Each room also develops a group program every term which may focus on a project for the children to work on, this is significantly influenced by the Reggio Emilia project approach. Personalised portfolios are created for each child and play a critical role in reporting learning progress to families. These provide evidence of the staff's commitment to the learning story philosophy. Evaluation of the programs is a vital part of the planning cycle. Learning Stories, parent input sheets, individual primary caregiver knowledge, data collection and observations are some of the ways in which information is collected about the children. Parents are actively encouraged to provide input into the program through parent input sheets each term, sharing talents and viewing the program. Programs are flexible to include opportunities for spontaneous play and allow choice. The programs are individualised and encourage each child to direct their own learning while enjoying their programmed learning opportunities and aimed to develop a lifelong love of learning. In 2013 we won the De Lissa Action Research Project and we focused on intentional teaching.</p>
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## Key improvements sought for QA1

<b>Standard 1.1</b>	An approved learning framework informs the development of a curriculum that enhances each child's learning and development.	
	<b>Identified Issue</b>	It was identified by educators in their NQS scan that they would like to deepen their understanding of EYLF. Continue to deepen educators understanding of the EYLF curriculum through engagement in professional development and working as a team to define our priorities and develop common understanding of how we will document programs and children's learning.
<b>Standard 1.2 Element 1.2.2</b>	Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.	
	<b>Identified issue</b>	During 2013 we focused on critical reflection on our pedagogy and a particular focus was intentional teaching. Educators indicated in their reflections on their learning that they would like to continue to explore this work especially video analysis of their practices.
<b>Standard 1.2 Element 1.2.3</b>	Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.	
	<b>Identified issue</b>	Continue to offer planned professional development as part of the staff meetings for educators to participate in critical reflection.
<b>Standard 1.2 Element 1.2.3</b>	Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.	
	<b>Identified issue</b>	It was identified in our evaluation that there is a need for us to continue to work on educator's reflection. Also include the continuing collection of Respect, Reflect and Relate Data to assist educators to reflect on how their pedagogy impacts on how children are learning.

## Improvement Plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
Standard 1.1	Continue to deepen educators understanding of the EYLF curriculum	M	Continue to provide training to be provided to all educators including providing short readings on the topic	All educators to be able to confidently articulate the use of EYLF.	Term 4 2014	
Standard 1.2 Element 1.2.2	Intentional Teaching level of knowledge to be extended in all primary caregivers.	M	Employ the Gowrie to undertake videoing and analysis of practices of educators and present at a staff meeting.	All educators to be able to confidently articulate how they use intentional teaching to assist with children's learning.	Term 3 2014	
Standard 1.1 Element 1.2.1	All educators to be able to articulate the programming cycle with confidence	H	Training and mentoring to be provided to all educators. Staff Memo providing a script.	All educators to be able confidently articulate how we create the programming cycle.	Term 4 2014	
Standard 1.2 Element 1.2.3	To continue to have educators who have the capacity to critically reflect on their practices	H	Time and provocations to be provided undertake critical self reflection.	All educators having time to write in their journals	Term 4 2014	



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

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

### Quality Area 2: Standards and elements

<b>Standard 2.1</b>	<b>Each child's health is promoted.</b>	
	Element 2.1.1	Each child's health needs are supported.
	Element 2.1.2	Each child's comfort is provided for and there are appropriate opportunities to meet each child's need for sleep, rest and relaxation.
	Element 2.1.3	Effective hygiene practices are promoted and implemented.
	Element 2.1.4	Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines.
<b>Standard 2.2</b>	<b>Healthy eating and physical activity are embedded in the program for children.</b>	
	Element 2.2.1	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.
	Element 2.2.2	Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.
<b>Standard 2.3</b>	<b>Each child is protected.</b>	
	Element 2.3.1	Children are adequately supervised at all times.
	Element 2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.
	Element 2.3.3	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
	Element 2.3.4	Educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect.



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

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



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



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



2.1.1, 2.1.4, 2.3.3, 2.3.4	regulation 177	Prescribed enrolment and other documents to be kept by approved provider: (1)(b) an incident, injury, trauma and illness record as set out in regulation 87 (1)(c) a medication record as set out in regulation 92
2.1.1, 2.1.4, 2.3.3, 2.3.4	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator: (1)(b) an incident, injury, trauma and illness record as set out in regulation 87 (1)(c) a medication record as set out in regulation 92

## Quality Improvement Plan for Q2

### Summary of strengths for QA2

#### Strengths

Educators are very aware of the importance of providing a safe and secure environment for children to play and learn. Regular OH&S audits are carried out 4 times per year. Building maintenance is considered a high priority for the centre and educators have undertaken an internal and external building and yard inspection each day. Centre staff are constantly looking at ways of minimising the use of toxic products. Educators are very aware of supervising the whole yard including what are considered the blind spots. Educators ensure that children are supervised in bathroom areas and indoor play areas.

The individual child's health needs are supported through the development of health plans in consultation with medical and specialist professionals. Our centre offers a sleep or rest time for all children who stay for a whole day. For those children who don't require a sleep or rest, participate in a quiet activity to provide their body time to recharge. Children are actively involved in the setting of limits in the older rooms to ensure everyone's safety.

The centre has an infectious disease policy that is implemented to reduce the spread of disease in a group setting. Families are regularly informed through the main communication board of any outbreak of an infectious disease.

The centre is audited each year by Start Right Eat Right to ensure that our menu meets the national nutritional guidelines. Every year our centre goes through an extensive audit by Eastern Health Authority of our kitchen to ensure that it meets all requirements. The menu promotes both healthy eating and drinking, children are encouraged to eat healthy food without the pressure to eat foods they don't like. Water is offered to children all day through easily accessible water containers. Displays have been provided on the value of play based curriculum and the importance of physical activity for families. Educators are currently working towards participating in more physical activity that encourages children to be more actively involved.

Each term a fire drill is undertaken to ensure that all educators and children are familiar with the procedure. Explanations are given to the children as to why we undertake the process and we encourage their ideas about how we can best carry out the drill. Once a year an in evacuation is carried out to ensure all children and educators safety in the case of a risk being outside the centre.

All educators have undertaken their Mandatory Reporting Training in 2012. A list of community resources has been developed for educators to access should they have concerns about the children and their care. The centre has a strong relationship with Families SA and supports a number of children who are under the Guardianship of the Minister or who are at risk.



## Key improvements sought for QA2

<b>Standard 2.3</b> <b>Element 2.3.2</b>	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.	
	<b>Identified issue</b>	In the evaluation of 2013 QIP it was identified that educators needed to provide children with accessed risk while educating families about its value.
<b>Standard 2.3</b> <b>Element 2.3.3</b>	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.	
	<b>Identified issue</b>	This has been on our QIP for a while and we would like to get on with the training. All First Aid educators to undertake fire training.

## Improvement Plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
Standard 2.3 Element 2.3.2	For all children to provide with some risk in their play and parents to have an understanding and value this play	M	All educators to engage in readings and professional development	Children have active engagement in the outdoors equivalent to the indoors	Term 4 2014	
Standard 2.3 Element 2.3.3	For all First Aid educators to undertake fire training.	M	Director to organise training to occur at the centre.	Staff will have skills for fire training.	Term 4 2014	

## Quality Area 3: Physical environment

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

### Quality Area 3: Standards and elements

<b>Standard 3.1</b>	<b>The design and location of the premises is appropriate for the operation of a service.</b>	
	Element 3.1.1	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.
	Element 3.1.2	Premises, furniture and equipment are safe, clean and well maintained.
	Element 3.1.3	Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space.
<b>Standard 3.2</b>	<b>The environment is inclusive, promotes competence, independent exploration and learning through play.</b>	
	Element 3.2.1	Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.
	Element 3.2.2	Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the program and allow for multiple uses.
<b>Standard 3.3</b>	<b>The service takes an active role in caring for its environment and contributes to a sustainable future.</b>	
	Element 3.3.1	Sustainable practices are embedded in service operations.
	Element 3.3.2	Children are supported to become environmentally responsible and show respect for the environment.

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

Standard/element	National Law (section) and National Regulations (regulation)	
3.1.2	regulation 103	Premises, furniture and equipment to be safe, clean and in good repair
3.1.1	regulation 104	Fencing and security
3.2.2	regulation 105	Furniture, materials and equipment
3.1.1	regulation 106	Laundry and hygiene facilities
3.1.1	regulation 107	Space requirements—indoor
3.1.1	regulation 108	Space requirements—outdoor space
3.1.1	regulation 109	Toilet and hygiene facilities
3.1.1	regulation 110	Ventilation and natural light
3.1.1	regulation 111	Administrative space
3.1.1	regulation 112	Nappy change facilities
3.2.1	regulation 113	Outdoor space—natural environment
3.1.1	regulation 114	Outdoor space—shade
3.1.3	regulation 115	Premises designed to facilitate supervision
3.1.2	regulation 116	Assessments of family day care residences and approved family day care venues
3.1.1	regulation 117	Glass (additional requirement for family day care)

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

## Quality Improvement Plan for QA 3

### Summary of strengths for QA3

<b>Strengths</b>	<p>Our indoor and outdoor environments are set up to allow choices for the children. The equipment is stored and displayed in an aesthetically pleasing manner that encourages children to engage in experiences and equipment. Equipment is purchased with the children's development in mind and primary caregivers are aware of the children's level of development and plan for appropriate challenges to be provided. With the physical layout of the indoor and outdoor spaces, educators ensure that supervision can occur with ease, there are choices for children, noise levels is minimised, light and ventilation is good. Children are involved in decision making regarding what equipment is purchased, how the environment is set up and parent input is also sought when updating the yard. (eg 2013 Luna Yard update). The majority of equipment is on open shelving to encourage children to access this and make choices about initiating their own experiences and equipment that they can access independently.</p> <p>All rooms are currently working to increase the amount of time that outdoor and indoor experiences are offered at the same time. There has been an increase in the amount of natural materials that have been included in the indoor environment with the introduction of plants, seed pods, herbs and wooden resources. There is a range of equipment offered to children including real, commercial, natural, recycled and homemade materials. Outdoor environments provide children with shaded areas, water play and risk taking opportunities. We now have increased the amount of time the children spend outside with outdoor eating areas and mud patches being included in the Luna and Stella rooms in 2013. Both inside and outside environments are set up with withdraw spaces for children to do small group or individual activities including quiet experiences. All yards and verandas have been designed to invite open ended interactions, discovery and a connection to nature. Team Leaders have recorded different plans and ways that they have set up the environment over a period of time. This can then be used as a reference tool when planning the environment and provides an opportunity to revisit a previous concept, and allows us to show visitors to the centre how we set up the environment.</p> <p>Cleaning schedules are used to ensure that the cleaning of all equipment is achieved in the correct manner, the centre also employs a cleaner who cleans the centre each night.</p> <p>Children have the opportunity to learn about environmental sustainable practices through the centre recycling process, community and room gardens, rain water tanks, compost bins and worm farm. Children can grow and harvest food, then engage in cooking experiences with our cook using their harvested crop. In 2013 we built a Chicken Coop from our prize winnings and purchased two chickens which our community named and they provide the children with another means of understanding of how we care for our environment.</p>
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## Key improvements sought for QA3

**Standard  
3.3  
Element 3.3.1**

Sustainable practices are embedded in service operations.

**Identified issue**

It was decided in our 2013 evaluation of the QIP that we need to continue on our journey to ensure that sustainable practices are embedded in routines and practices of the centre. Ensure that all educators, parents and children are provided with education on sustainability issues.

## Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
Standard 3.3 Element 3.3.1	Increase awareness of environmentally sustainable practices.	H	Provide families with information and ideas about sustainability on our facebook page, displays and newsletters. Reduce our dependency on electricity through more solar panels. Teach children about interdependence between people and animals through introduction of more animals into the centre.	Children demonstrate a better capacity to understand and respect the natural environment and its conservation.	Term 4 2014	



## Quality Area 4: Staffing arrangements

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

### Quality Area 4: Standards and elements

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

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

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

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

## Quality Improvement Plan for QA4

### Summary of strengths for QA4

#### Strengths

The centre maintains at all times the required child: staff ratios, in all age groups and in three of the rooms exceeds the required ratios. 60% of primary caregivers are qualified, 4 primary caregivers are working towards qualifications and 2 educators are currently working towards their Certificate 3 in Child Care. 3 educators in 2013 gained their Certificate 3 in Child Care. The centre employs two trainees to provide a platform for young people to learn about the field of early childhood. Primary Caregiving has been implemented in all rooms including that of the preschool to ensure continuity and a secure base for all children. Rosters are completed in advance to ensure children's learning is enhanced by providing continuity for the children. The centre has permanent non contact and lunch time relief staff to further ensure stability for children. Permanent staff usually close and open the centre, so families can see a familiar face to interact with. Succession planning is in place for staff leaving the centre or going on maternity leave with up skilling occurring on a regular basis for all educators. The Centre has regular involvement in Action Research Projects or Practitioner Inquiries including in 2012 AEDI Project, 2013 De Lissa Action Research Project and Child Friendly State 2011-current. Data collection is now being done each using RRR and EYLF and reported for our community in the Annual Report. Educators have in 2013 also engaged in video analysis of their practices to improve their pedagogy.

Professional Development is offered on a regular basis through whole site in centre training, projects, visiting others sites and accessing external training. Each staff member has a training plan and undertakes an annual appraisal process. Educators act in a respectful and ethical manner at all times and when faced with a challenging issue seek support from others in the team, leadership team or from an external source. All staff are aware of the need for confidentiality at all times and the importance of being professional to all members of our community. Educators support, learn from each other and work collaboratively with their colleagues to ensure the centre provides the best practices.

### Key improvements sought for QA4

#### Standard 4.2 Element 4.2.2

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

#### Identified issue

Not all educators feel confident about articulating all aspects of the programming cycle. Continue to provide mentoring for all educators not engaged in programming.

#### Standard 4.2 Element 4.2.2

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

#### Identified issue

Educators identified that they would like more opportunity to have their practices video and then analysis them as a team.



## Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
Standard 4.2	For all educators in the centre to be able to confidently explain the programming cycle.	M	All staff to be provided with training about good mentoring practices with staff. New staff members to be paired with a mentor/buddy.	Staff to be able to explain why we do what we do. Mentoring of junior staff provided to explain our staff practices and pedagogy.	Term 4 2014	
Standard 4.2	Use information to track educator's pedagogy and to identify areas requiring improvement.	M	Continue to use video analysis as a tool for staff to analysis their pedagogy.	For all educators to be able to explain the purpose of continuous improvement and the need to constantly critically reflect on our practices.	Term 4 2014	
Standard 4.2.3	Further Develop staff communication built on respect.	H	Team Building focused staff meeting	For all staff to communicate clearly to their peers.	Term 4 2014	



## Quality Area 5: Relationships with children

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

### Quality Area 5: Standards and elements

<b>Standard 5.1</b>	<b>Respectful and equitable relationships are developed and maintained with each child.</b>	
	Element 5.1.1	Interactions with each child are warm, responsive and build trusting relationships.
	Element 5.1.2	Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.
	Element 5.1.3	Each child is supported to feel secure, confident and included.
<b>Standard 5.2</b>	<b>Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.</b>	
	Element 5.2.1	Each child is supported to work with, learn from and help others through collaborative learning opportunities.
	Element 5.2.2	Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
	Element 5.2.3	The dignity and the rights of every child are maintained at all times.



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

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

## Quality Improvement Plan for QA5

### Summary of strengths for QA5

<b>Strengths</b>	<p>Educator's interaction with the children in an individualised manner that is responsive to the child's needs. Educators are aware of the children's interests and explore these alongside the child. Educators are warm and responsive in their interactions with all children and ensure that in particular their primary care giving children have a secure attachment with them and that other children in the room have a secure secondary attachment to carers in response to when their primary caregiver is away. All educators in 2011 and 2013 undertook the Circle of Security Parenting Training over a 4 week period and this has resulted in an enhanced understanding of attachment theory and how to best achieve this with their primary caregiving children. A refresher course on Marte Meo was held for all primary educators in 2013 so educators felt more equipped to deal with challenging behaviours. Educators felt that they need to remember to not be overwhelmed by the situation and use positive language and to support the rights of the child when discussing the child's behaviour with them. Educators have a good in depth knowledge of individual children and their cultural background through parent input sheets each term. Educators are inclusive of these cultural backgrounds when planning for the child, educators respect and celebrate diversity throughout the centre. Educators are active in encouraging children to explore images in books, resources and equipment that present gender or other bias. Staff give encouragement, set clear limits and an individualised program to reduce challenging behaviours. Strategies are put in place in co-operation with families for challenging behaviours to ensure a consistent approach. Educators</p>
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communicate with respect to the children and each child is encouraged to respond appropriately to other children's behaviour when it is unfair. Educators access support services for children with developmental delays and develop individual plans for these children based around their needs and the recommendations of other professionals.

## Key improvements sought for QA5

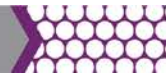
<b>Standard</b> 5.1 <b>Element</b> 5.1.2	Interactions with each child are warm and responsive and build trusting relationships.	
<b>Identified issue</b>	The Director identified through the self review that some of the educators were now experiencing children with more complicated needs and educators also identified that they would like training around autism.	
<b>Standard</b> 5.2 <b>Element</b> 5.2.3	The dignity and the rights of every child are maintained at all times	
<b>Identified issue</b>	During the self review it was identified that by a number of the leadership team that we need to work on cultural competency and start developing our Reconciliation Action Plan (RAP)	
<b>Standard</b> 5.1 <b>Element</b> 5.1.3	Each child is supported to feel secure, confident and included.	
<b>Identified issue</b>	Assistant Director during the scan identified that the cultural boxes used by the centre need to be updated to better reflect the cultures present in the centre and to increase the children's sense of belonging.	





Standard/element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
Standard 5.1 Element 5.1.2	Educators to feel better equipped to work with children with autism and special needs	M	Professional Development to be provided by an Autism Specialist.	All educators able to better support children autism.	Term 4 2014	
Standard 5.2 Element 5.2.3	That the centre has commenced the process of developing a RAP and some educators have started attending cultural competency training.	H	Cultural Competency training to be provided. RAP training to be undertaken by members of the leadership team. Marra Dreaming artist to come out and work with the children on a piece of art.	All educators to be supportive and accepting of all cultures in our community.	Ongoing	
Standard 5.1 Element 5.1.3	Cultural boxes to help reflect the children's cultures	M	Funds to be used by the team to update the cultural boxes to reflect our community	Culture boxes are updated	Term 4 2014	

## Improvement plan



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

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

### Quality Area 6: Standards and elements

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



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

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



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

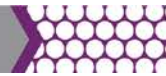
## Quality Improvement Plan for QA6

### Summary of strengths for QA6

#### Strengths

Both written and verbal communication is available each day for parents to access. Communication is achieved in a variety of ways to ensure that all families have equity to access information, including our non-English speaking families. Parent input into the program is valued and encouraged by educators. There are plenty of opportunities for families to participate in decision-making in the centre through sub-committees, governing council, policy and philosophy review. Families and extended families are actively encouraged to participate in the centre through visiting the centre to share a talent, bath a new baby, family teas, the end of year party, community night teas, morning teas and graduation ceremonies. Orientation for new families to the centre is individualised and tailored to meet the child and their family's needs. Regular feedback and input is gathered from families on the orientation process. Each child is allocated a primary caregiver who assists the family throughout the orientation process. A relationship is built between the primary caregiver and family. As children move to the next age group the family receives a moving up letter explaining the transition process. As children transition they are offered visits in the next age group room. Support agencies are regularly accessed to ensure that children with special needs are able to access the curriculum. Individual programs are established for each child with special needs in consultation with families and specialists.

In our community space we offer playgroups, parent information nights with guest speakers, Circle of Security Parent Training, counselling, health checks and referral services to local community services at no cost to the community and our families. The Community Development Co-ordinator develops partnerships with local community groups and these partnerships are used to encourage families to access other facilities or programs that are available in our wider local community. A relationship has been developed with local early childhood sites, our local council, other children centres and local schools through site visits, sharing of resources, policies and participation in the local school sports day and literacy program. The centre has been involved in local community events eg Christmas Parade, Biggest Morning Tea and Harmony Day. We have commenced working with DECD on a project to make SA a child friendly state.



## Key improvements sought for QA6

<b>Standard</b> <b>6.1</b> <b>Element</b> <b>6.1.3</b>	Current information about the service is available to families.	
	<b>Identified issue</b>	Further increasing our parent's engagement in our centre by providing different ways for families to access information about the centre. Families have given us positive feedback about engagement in the past year with different forms of electronic communication but after getting parent feedback about some confusion about preschool. Hold a preschool information night for future preschool families in Term 3.
<b>Standard</b> <b>6.3</b> <b>Element</b> <b>6.3.4</b>	The service builds relationships and engages with the local community.	
	<b>Identified issue</b>	Continue to build and strengthen the number of partnership groups we work with on projects, community engagement and parenting support programs. Support our CDC Tracy work with our community to promote child friendly communities.

## Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
<b>Standard 6.1 Element 6.1.3</b>	To create a new blog to communicate more aspects of the centre to our community	M	Build capacity in staff by providing training about how to use technology eg blog, facebook, and website. Run a preschool information night for prospective parents in Term 3 2014	Better community engagement  Increased numbers on all technology base sites  Less confusion for families about the transition to the preschool.	Term 4 2014	
<b>Standard 6.3 Element 6.3.4</b>	To continue to promote child – friendly communities	H	Work with DECD on project on Campbelltown being a child friendly community. Devote 1.0 of CDC time to project.	Increased child friendly communities  Successfully completing the requirements that assist council in it's child friendly projects	Term 4 2014	

## Quality Area 7: Leadership and service management

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

### Quality Area 7: Standards and elements

<b>Standard 7.1</b>	<b>Effective leadership promotes a positive organisational culture and builds a professional learning community.</b>	
	Element 7.1.1	Appropriate governance arrangements are in place to manage the service.
	Element 7.1.2	The induction of educators, co-ordinators and staff members is comprehensive.
	Element 7.1.3	Every effort is made to promote continuity of educators and co-ordinators at the service.
	Element 7.1.4	Provision is made to ensure a suitably qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning.
	Element 7.1.5	Adults working with children and those engaged in management of the service or residing on the premises are fit and proper.
<b>Standard 7.2</b>	<b>There is a commitment to continuous improvement.</b>	
	Element 7.2.1	A statement of philosophy is developed and guides all aspects of the service’s operations.
	Element 7.2.2	The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement.
	Element 7.2.3	An effective self-assessment and quality improvement process is in place.
<b>Standard 7.3</b>	<b>Administrative systems enable the effective management of a quality service.</b>	
	Element 7.3.1	Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements.
	Element 7.3.2	Administrative systems are established and maintained to ensure the effective operation of the service.
	Element 7.3.3	The Regulatory Authority is notified of any relevant changes to the operation of the service, of serious incidents and any complaints which allege a breach of legislation.

	Element 7.3.4	Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner.
	Element 7.3.5	Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.

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

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



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

## Quality Improvement Plan for QA7

### Summary of Strengths

#### Strengths

The centre operates with a governing council/management committee comprising of parents and/ or community members from our local community. Regular information about the management committee activity is included in the Centre newsletter. The minutes of each committee meeting are displayed in the foyer for any interested party to read. Parents regularly collaborate on the Statement of Philosophy review and changes to the centres policies that are all documented. Information about the centre is displayed in the piazza for all families to access. The centre has a grievance policy and flow chart that provides contact details of both the Director and the regional office in the case of a complaint not being resolved at a local level. We have a staff induction checklist and new staff orientation includes assigning the new staff member with a mentor and providing time for educators to learn about our programming system. New educators after their 6 month trial period are asked to describe the philosophy of the centre and how it fits with their day to day decision making. Exit interviews are offered for all educators leaving the site and this information is supplied to the committee as a future reference tool for decision making. Formal educator appraisals are held on an annual basis, including informal chats every term with each educator to inform them through feedback about how they can improve their pedagogy. Individual training plans, improvement goals are established and reviewed each year. The centre has been a trial site for NQS in 2010 and in 2011 was involved in the DECS Improvement and Accountability Framework (DIAF) self review involving all staff from across the centre, both of which the centre passed with flying colours. The Site Improvement Team (SIT) has been industriously involved in the sites NQS self review, establishment of timeline for NQS Implementation, review of the Philosophy and the writing of the QIP. The centre in 2012 working through an extensive training process to up skill all educators in their understanding of NQS with each staff meeting devoted to a quality area. In 2013 the centre was awarded the national Early Childhood Education and Care site of the year.

## Key improvements sought for QA7

<b>Standard</b> <b>7.2</b> <b>Element</b> <b>7.2.1</b>	A statement of philosophy is developed and guides all aspects of the service's operations	
	<b>Identified issue</b>	Need to find different ways of getting parent input into the philosophy other than just the annual survey eg family pebbles, voice tree, parent spot interviews
<b>Standard</b> <b>7.2</b> <b>Element</b> <b>7.2.3</b>	An effective self-assessment and quality improvement process is in place	
	<b>Identified issue</b>	Evidence folders need to be established once again to provide collated documentation of the DIAF Validation process, NQS trial site, il nido Continuous Improvement Plans and the current NQS Scans.

## Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
<b>Standard 7.2 Element 7.2.1</b>	More parent input into the philosophy.	L	Put out philosophy display trying different methods of engaging our community.	Reviewed philosophy that better reflects the parent voice.	Term 4 2014	
<b>Standard 7.2 Element 7.2.3</b>	For the centre to provide the validation team with easy to access evidence folders.	L	Director to create folders and collate evidence of self review, current data and continuous quality improvements.	Demonstrating the process for continual self review and plans for improvement to ensure that il nido reflects best practice and that the QIP is a 'living document'.	Term 4 2014	