

il nido Children's Centre

2018 Quality Improvement Plan

Updated January 2018



Australian Children's
Education & Care
Quality Authority

Service details

Service name		Service approval number	
il nido Children's Centre for Early Childhood Development and Parenting		1-631-3629	
Primary contacts at service			
Rebecca Heath			
Physical location of service		Physical location contact details	
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Approved Provider		Nominated Supervisor	
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Postal address (if different to physical location of service)			
Street	As Above	State/territory	
Suburb		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.

Describe the scheduled opening and closing times using 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	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 2018 are 19/1-13/4, 30/4-6/7, 23/7-28/9, 15/10-14/12.

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. Cheryl Smith, Nominated Supervisor)

Rebecca Heath , Nominated Supervisor

Service statement of philosophy

Please insert your service's statement of philosophy here.

Service Philosophy

We Believe:

Each child is important, has rights and individual needs.

We do this by:

- Fostering the secure attachment between the child and the primary caregiver, which is important to the child's behavioural and emotional development.
- 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 and respected.
- 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 a holistic approach that pays attention to the children's physical, personal, social, emotional and spiritual wellbeing as well as the cognitive aspects of learning

We do this by:

- Providing a play based environment which is reflective of the children's wellbeing and where educators and families are partners in the learning process.
- Providing a learning platform that fosters in children respect and appreciation for our environment.
- Creating an environment that allows the child's self-identity to evolve naturally.

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.

We do this by: :

- Welcoming all families into il nido and encouraging their input into our programs.
- Treating all families and children equally, with respect and ensuring honest and open relationships are maintained.
- Considering families as a partner in their child's learning. Opportunities are created for families and educators to exchange information regarding their child/ren's development and learning.
- Recognising 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.

We do this by:

- Fostering the wellbeing of all staff, where they feel comfortable to self-reflect and be vulnerable without judgement.
- Encouraging staff to be supportive of each other's needs which creates an environment of cohesive working relationships and a sense of belonging.
- Providing professional development and learning opportunities for staff which will build their capacity to develop and implement exciting and developmentally appropriate programs and environments for the children in their care.
- Staff promoting a positive and professional mindset to maintain high expectations of themselves and others.

We Believe:

That the centre should provide a strength-based approach to community programs that meet the needs of the local community and support sustainability throughout the centre.

We do this 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, share resources and develop a support network for families.
- Empowering our community to make positive improvements.

Reviewed: February 2018

Next Review: February 2019

Reviewed by: il nido Children's Centre

Quality Improvement Plan for Quality Area 1

Summary of strengths for Quality Area 1

Strengths

Our team of educators ensure that each room uses a responsive planning cycle and that programs reflect our statement of philosophy. The program is evaluated using the philosophy every term to ensure that our programs are reflecting 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 an inquiry 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 and is used to influence and plan for future programs. 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, responding to learning stories, 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. Each child is supported to engage and participate in the program with individual intervention and support offered when children require more scaffolding of their play and learning. The site has been the recipient of many scholarships and action research projects and this has enabled us to focus strongly on critical reflection and the important role it plays in ensuring that we are constantly reflecting on our practices and always trying to improve them. The Educational Leader is provided with time to work across the centre with both individual and groups of educators providing them with guidance on improving their programs and ways to reflect and improve their pedagogy.

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
1.3.1	During the partnership planning it was decided to review how we do documentation in each of the early childhood sites and ensure that it is relevant and purposeful.	For all documentation at il nido to be relevant for the child and their family. For the centre to be an active member of the Campbell Partnership Documentation Inquiry. For more parents involvement in the planning cycle.	M	<ol style="list-style-type: none"> 1. Implement the Story Park online documentation program for every child at the centre as part of a 1 year trial. 2. Survey the parents at the end of the year about their opinions of the program. 3. For there to be a 50% increase in parent input in 2018 in their child's planning cycle. 4. All educators to be engaged in Learning Story Professional Development 	<p>That all children at il nido have an online portfolio that includes parent input by the end of the year.</p> <p>That all documentation is reviewed at il nido to ensure that it meets the needs of the child, DFE and the family.</p>	Term 4 2018	<p>Story Park training held in both January and February for the whole team. 28/2/18</p> <p>By the end of Term 1 all children have an online learning portfolio with 1 learning story in it. 10/4/2018</p>
1.3.2	DFE Leaders Day identified a 2018 priority is that we work on all children having a one year growth that can be identified.	For all children to experience a one year growth in their learning from the babies through to the preschool children.	M	<ol style="list-style-type: none"> 1. Critically reflect on our formative assessment tools to ensure that we have evidence on each child's one year growth. 2. Ensure that each child has a planning cycle that is evident and based upon their strengths and interests. 3. Review our Assessment of Learning to ensure it meets DFE and our feeder schools need. 4. Preschool team undertake pd in LDAR. 	That every child in the centre has a record of the year one growth.	Term 4 2018	

1.1.1	DFE invited the centre to be part of the excellent inquiry project in 2017	For the success of the centre to be recorded and available for the community.	H	<p>1,By the end of Term 2 for the Excellence Application to be completed and ready for submission.</p> <p>2.For case studies of our work to be created to document the journey the centre has been on.</p>	That the history and success of the centre is recorded for consideration of the Quality rating.	Term 2 2018	
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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.

Summary of strengths for Quality Area 2

Strengths

Educators are highly aware of the importance of providing a safe and secure environment for children to play and learn. Regular WH&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. 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 and in 2016 we introduced email notification also of all infectious disease in response to parent requests.

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

The Centre has been heavily involved with OPAL since they commenced in Campbelltown, they have helped us establish veggies gardens, supported our wheels week with a smoothie bike and engaged our community in the healthy eating promotions through performances, walks and active play.

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. Twice a year an evacuation is carried out to ensure all children and educators' safety in the case of a risk being outside the centre. In 2015 a cordless phone was purchased by the centre in case one section of the centre was cut off from the front office so they could ring out for assistance.

All educators have undertaken their Mandatory Reporting Training in 2015. 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 Department of Child Protection and supports a number of children who are under the Guardianship of the Minister or who are at risk. All volunteers, staff and students have up to date DCSI clearances.

Key improvements sought for Quality Area 2

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
2.1.2	All mandated training needs to undertaken in 2018	To ensure that we meet all the NQS requirements for mandated training in 2018	M	1. All educators undertake in Sept Asthma and Anaphylactic Training 2.All educators undertake CPR refresher in July 3.By the end of the year all educators have done their RAN refresher training.	All educators have up to date mandated training by the end of 2018	Term 4 2018	
2.2.1	Sole identified the need to update their supervision plans.	That all supervision plans in the centre have been reviewed and updated.	M	1. Sole room to undertake a review of all supervision plans in their room.	All supervision plans ensure that safety and wellbeing of all children in the centre.	Term 2 2018	
2.2.1	Risk assessments need to be carried out more often in the centre.	That risk assessments have been done on all risks in il nido.	M	1.Risk assessments done as new equipment is installed in the centre. 2.Stella room carry out a risk assessment on the new elements in their yard	Risk in the centre is monitored to ensure that it is not harmful or a hazard for the children but a measured risk.	Term 3 2018	

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.

Summary of strengths for Quality Area 3

Strengths

Our indoor and outdoor environments are intentionally developed 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 are 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 2016 Luna and Sole 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.

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. Both inside and outside environments are set up with withdrawal 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.

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.

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. The centre educators go on an annual Op Shop Tour to purchase resources for the children to use that promote re-use principles.

Key improvements sought for Quality Area 3

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
3.1.1	Notte yard is the last of yards needing an update to reflect the emerging needs of the preschool children.	For the preschool yard to have an upgrade so they can utilise the spaces that are currently being underutilized.	M	<ol style="list-style-type: none"> 1.Get the centre into a financial position to be able to afford a yard upgrade. 2.Obtain quotes from 3 landscapers 3.Develop a master plan with the children's voice present. 	Have a yard that supports and engages the preschool children in their learning.	Dec 2019	
3.1.2	The kitchen has been identified as needing a renovation during the last two health inspections	For the centre to have a functional kitchen that meets all the health and safety requirements	H	<ol style="list-style-type: none"> 1.Have DFE project manage the kitchen renovation 2.Ensure the safety of the il nido community during the renovation 3.Offer meals through the community room kitchen. 	We have a kitchen that has the capacity to produce meals for up to 70 children per day.	Dec 2019	

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.

Strengths

The centre maintains at all times the required child:staff ratios, in all age groups and in two of the rooms exceeds the required ratios. 80% of primary caregivers are qualified, 1 educator is currently working towards her Certificate 3 in Child Care. Two educators in 2016 gained their Diploma in Child Care. The centre employs one trainee 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, relationships and continuity of care for children. Permanent staff usually close and open the centre, so families can see a familiar face to interact with and feel confident and calm in their decision to leave the children in our care. 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 and 2014 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. LDCDP funds have been used in 2014-current to support educators to undertake their Diploma, Cert 3 and Advanced Diploma in Child Care and Management, it has also provided all educators in the site with a high level of professional development. 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. Educators are offered social outings and massage a number of times per year to help their sense of wellbeing and belonging at il nido. Op shop tours and end of year dinners provide opportunities for educators to undertake team building and build capacity in the educators. In 2016 team meetings were introduced every term so that team members could have confidential conversations about improving the quality of care at il nido.

Key improvements sought for Quality Area 4

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
	Educators identified through the self review that they would like more opportunity to self reflect both independtly and as teams on the pedagogy	For all educators at il nido have the opportunity to have a continuing dialogue to improve their practices.	L	<ol style="list-style-type: none"> 1. Provide more time for the teams to spend time together critically reflecting on their programs 2. Provide professional development for team leaders on how to lead critical reflection sessions effectively. 	That all programs are being delivered at a high standard than currently on offer.	Term 2018	

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.

Summary of strengths for Quality Area 5

Strengths

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. These interests are used to inform the program and developing relationships. 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, 2013, and 2016 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 2015 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 understand that children's behaviour is a form of communication and use this to reflect on what underpins the behaviour. Educators have a good in-depth knowledge of individual children and their cultural background through parent input sheets each term and the relationship that they develop with each of their primary caregiving children. 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 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. In 2017 the centre undertook an action research project based around relationships. The project provided educators with an opportunity to reflect on their relationships with the children in their primary caregiving groups and how they could best provided them with a secure base to venture from.

Key improvements sought for Quality Area 5

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
	Educators identified the need to continue our journey on developing further our knowledge of attachment theories	For all educators to improve their pedagogy through further professional development sessions focused on developing a secure attachment with children	M	1, Provide COSP Training for those educators who haven't been trained in COSP. 2. All educators undertake further Marte Meo training.	All children in the centre are able to display a secure attachment and use this to further their educational outcomes	Term 4 2018	

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.

Summary of strengths for Quality Area 6

Strengths

Strong positive relationships with families and the communities are critical to children's wellbeing at il nido. 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 multiple 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. In 2015 il nido was successful in supporting Campbelltown council in gaining Bronze Accreditation as part of UNCIEF Child Friendly Communities. Il nido was named a community partner as part of the child friendly project. In 2017 the centre developed a new partnership with Relationships Australia to provide a child friendly space for children to have access with their none custodial parent.

Key improvements sought for Quality Area 6

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
	We always seen the need to improve on our previous years numbers of people accessing the Children's Centre	That more families have the opportunity to access the programs on offer at il nido.	L	<ol style="list-style-type: none"> 1. Review to make sure that we are offering programs that are meeting the community needs 2. promote our events through a wide variety of avenues including facebook, school newsletters etc 3. Survey attendees about how they heard about the event and what their future needs are. 	We see a 5% increase in the number of people attending all our groups and increased ongoing attendance.	Term 4 2018	
	We recognise the need to develop strong partnerships with different organisations that benefit our community.	That we can offer a further variety of services at il nido that help address the AEDC gaps present in our community.	M	<ol style="list-style-type: none"> 1. Meet with different organisations to establish new partnership. 2. Organise for the community space to be set up for community use. 3. Review how are partnerships are developing and supporting our community. 	Community groups use the community facilities, especially on weekends and our community can access them	Ongoing	
	Central Children Centre Team as requested that all CC leadership team do Local Area Analysis.	For the LAN tool to be completed	M	<ol style="list-style-type: none"> 1. CDC to take the lead 2. Leadership team to have a site meeting to work through the document 3. Local services analysis is carried out and written up. 	For the LAN tool to identify were there are currently gaps in our service provision for families at risk.	Term 3 2018	2/2 Leadership team met and started unpacking the LAN document and documenting our outcomes.

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.

Quality Improvement Plan for Quality Area 7

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. 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. 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. Performance Development Plans for DECD employees are linked to QIP improvements as well as personal interests of each educator. 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 centre employed external consultant in 2015-16 had reviewed daily practices and documentation of the site and this has boosted confidence of educators to articulate daily practice. In 2013 the centre was awarded the national Early Childhood Education and Care site of the year. We continue to maintain a culture of self review and quality improvement with the centre in 2015 working through an extensive training process to up skill all educators in their understanding of NQS with a NQS consultant employed to do a mock validation visit and to up skill the educators.

Key improvements sought for Quality Area 7

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
	The leadership team have identified the implementation of the new child care package will be a major issue for the centre in 2018	For the new child care package to be implemented without any major issues for the majority of the families at il nido.	M	<ol style="list-style-type: none"> 1. Holy, Bec and Justine register for PRODA 2. Attend training and information sessions 3. Send out as much information as possible to the parent body about the changes 4. Make the changes as smooth as possible for the community 	For the transition to the new child care package to be as smooth as possible for the il nido community	July 2018	
	The Management Committee has identified the importance of staff wellbeing so that we can reduce our turnover of our staff.	For there to be a reduction in the staff turnover in the child care team.	M	<ol style="list-style-type: none"> 1. Ensure that the correct paper work is attached to any entertainment events that support the educators 2. Set up events that build team moral eg op shop tour, massages and shared lunches. 3. Monitor the morale of the team through a number of avenues. 	All educators and staff have a positive outlook about employment at il nido Staffs experiencing poor wellbeing are supported by the team.	December 2018	

Notes