



Australian Children's
Education & Care
Quality Authority

Appendix 2: Quality Improvement Plan

2017



Parks Children's Centre

Service details

Service name	Service approval number
Parks Children's Centre	SE-00010776
Primary contact at service	
Dianne Krieg	
Physical location of service	Physical location contact details
Street: 50 Trafford Street Suburb: Angle Park State/territory: South Australia Postcode: 5010	Telephone: 08 8243 5582 Fax: 08 8268 3365 Email: Dianne.krieg780@schools.sa.edu.au
Approved Provider	Nominated Supervisor
Primary contact: DECD Telephone: 08 8226 1000 Mobile: Fax: Email:	Name: Dianne Krieg Telephone: 08 8243 5582 Fax: 08 8268 3365 Email: Dianne.krieg780@schools.sa.edu.au

Operating hours

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	8.45	8.45	8.45	8.45	8.45		
Closing time	3.15	3.15	12.00	3.15	3.15		

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.

We operate the preschool program from Monday to Friday. We have an Inclusive Preschool Program operating part-time on Monday, Tuesday and Wednesday.

Occasional care operates separately on Tuesday and Wednesday and is integrated with the preschool on Thursday and Friday.

There is parking on Trafford street or Park street.

We follow school holiday dates for SA schools

How are the children grouped at your service?

Children from 3 years to 6 years attend the preschool program and are grouped together.

We also have an Inclusive Preschool program for children with additional needs and they are integrated with regular preschool sessions on a Monday and Tuesday and every other Wednesday.

Occasional care children range from 3 months- 5 years and are grouped together. Children over 2 years old are integrated with preschool on some days.

Nominated supervisor – Dianne Krieg

Service statement of philosophy

Reviewed on 29/6/2016, Review date 29/6/2017

We believe that all children, families, staff and community members have the right to belong, learn and develop lifelong skills in a supportive, safe, nurturing, respectful environment. We will best achieve this by working in partnership with families, community and other agencies.

We believe that:

- All children and families are individuals
- Play is a valuable process for learning
- Wellbeing is crucial for everyone's learning
- All children are capable, confident co-contributors and active participants in their learning
- All children learn when they are engaged & involved learners
- All children and families come with prior knowledge and experiences for us to build on
- Assessment is crucial for learning
- Learning is dynamic, complex and holistic
- Every child and family has the right to be valued for who they are
- Every child and family has the right to belong and feel safe
- Children and families learn best in environments where they are able to feel secure, take risks, explore and exercise their curiosity
- All children and families should have opportunities to develop relationships with staff and feel confident that their needs will be met and supported
- There are many ways of living, being and knowing and this diversity should be valued
- That families are their children's first and most influential teachers

Staff are committed to:

- Providing an inclusive and holistic curriculum that engages children, families and the community.
- Developing dispositions for learning, such as curiosity, persistence, resilience, creativity, independence and risk taking
- Being responsive to children and families and encouraging their involvement
- Respecting different cultural values
- Facilitating the development of children's communication skills, including non-verbal and verbal skills in English, while supporting and valuing their home languages
- Developing strong respectful relationships and working in partnership with families, community and other agencies to provide best outcomes for children and families
- Working with families to address individual family needs to ensure best outcomes for children and families
- Identifying and respecting that all children and families have different capacities and responding accordingly
- Recognising children's and family's needs in areas of body, mind, relationships and the environment and responding by building on strengths to promote whole wellbeing.
- Working in partnership with other services within the Children's Centre and local community
- Undertaking professional development and keeping up to date with current research
- Striving for continuous improvement through reflective practice
- Modelling flexibility, support of and respect for each other
- Working as an educational team
- Sharing responsibility and providing continuity of approach
- Promoting a sustainable environment.

Quality Area 1: Educational program and practice

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

Quality Area 1: Standards and elements

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

	Element 1.2.2	Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.
	Element 1.2.3	Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.

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

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

Quality Improvement Plan for QA1

Summary of strengths for QA1

Strengths

Children are programmed for both as individuals and as a group and assessed against the learning outcomes in the Early Years learning Framework. Our curriculum is strength based with a mix of planned and spontaneous activities. Activities are open ended to allow for multiple entry points and outcomes. We use explicit teaching strategies with multiple activities and resources for children to practice and refine news skills and transfer their knowledge. Staff constantly reflect on the curriculum and learning that's happening. Formally on a weekly basis we discuss individual learning needs, reflect on observations, community events/celebrations and individual interests which then form the basis of the following program.

We gather information from parents via questionnaires and interviews so as to plan learning goals for their child together. Every child has an individual learning plan. These are reviewed via observation, gathering evidence, evaluation and reflection on the children's learning on a daily basis. For children in the Inclusive Preschool Program (IPP), a negotiated education plan (NEP) is developed with the parents, educators and any other professionals working with the child. We work collaboratively with other agencies to benefit outcomes for the child and family. Staff recognise that learning is individual and will look very different for each child.

Children's learning is displayed in their profile books which are available for children and families to access at any time. During 2016 we wanted to improve parents' knowledge and understanding of the learning cycle and recognise new learning and support this at home and also to tell us about learning that we may not know. We want children, parents and staff to all celebrate learning. To do this we put more photos and more displays in different and rotating positions, explicitly chatted to parents and linked learning to the outcomes, made families aware of the profile books and to look at them regularly, supported interviews with bilingual staff and provided workshops on literacy. Our end of year survey told us that we did make improvements in this area, but we will continue to work on this.

During 2016 we also worked on improving children as effective communicators so that everyone had opportunities to contribute to the curriculum. This can sometimes be challenging for nonverbal children, children with a disability and EAL learners. To do this we used the voice output device, picture cues, basic signing for all staff and we introduced the program proloquo2go on the i-pads. Staff also made sure children's voice on the curriculum was equitable and visible. We supported this improvement with whole staff literacy training and early identification of children needing referral and support through engagement of our speech therapist and occupational therapist in playgroups and occasional care. As each year brings a new cohort of children we will continue to reflect on communication to make sure children are best able to contribute to decision making and the best way to display this and capture children's intent authentically.

Our routine is flexible and allow for long periods of uninterrupted play. Children have opportunities over the day to participate in whole group, small

group and individual learning. Children requiring additional support are supported through DECD preschool support and the IPP program. Staff have had extensive training to support children with additional needs such as autism spectrum disorder, global development delay, speech and language concerns and EAL learners. Early Childhood Workers have also been supported to develop their skill in observation, the Early Years Learning Framework and the Early Childhood Pedagogy that underpins our work. This has resulted in a huge shift in skill level and confidence. During 2016 we developed our numeracy and literacy plan so we could track each child's learning against the learning outcomes and the literacy and numeracy indicators. In 2017 staff will be reflecting on this plan and adapting it as needed. Several staff participated in a partnership enquiry in 2016 with the question: "How can we recognise and assess the numeracy understandings of a EAL learner and children with complex communication needs with a view to extend learning?" This raised many questions for us, especially around making learning authentic and how can we use questioning to extend thinking. We discovered that many of these children benefit from explicit teaching including introducing new vocabulary and concepts as well as providing the resources for them to access and practice new skills during play. We also discovered that children with communication needs find questioning difficult which reaffirmed our practice of programming for children to understand and practice the different levels of questioning. We also discovered that some staff aren't confident in their own mathematic knowledge and as such have organised staff workshops with other partnership early years teachers to look at mathematic content. We have invited our local feeder school to attend these with us to not only learn mathematics together but to build on relationships and improve transition for children when they leave for school. But this inquiry did raise the question, "are we being true to a play based curriculum by explicitly targeting skills?"

Key improvements sought for QA1

Standard/element	1.1.4 The documentation about each child's program and progress is available to families.	
	Identified issue	We want to improve parent's understanding of the learning and development of their child.
Standard/element	1.1.5/6 Every child is participated to participate in the program/each child's agency is promoted, enabling them to make choices and decisions and influence events and their world.	
	Identified issue	Our parent survey showed that parents aren't that aware of how staff respond to their child's need and suggestions.

Improvement Plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1.1.4	Parents are better informed about their child's learning and the programming cycle.	H	Rotating information boards – link to learning framework. Visuals of the learning cycle. Bilingual resources. Start this explicit information in playgroup Bilingual support in parent interviews	Families are aware of portfolios and access them to understand learning Parent report higher awareness of preschool program (parent survey) Families share learning from home interviews	On going	
1.1.4/6	We want to make spontaneous play visible to parents and make sure children's voice is authentically captured and influences the program.	H	Explicating talking and writing about how we are responsive to children's ideas. Reflection/inquiry – what is children's voice and how can we authentically capture it? Communicate to parents via videos/Facebook	Children's learning is authentically recorded and a link to the program can be seen Parent survey have higher score feedback	On going	

Quality Area 2: Children's health and safety

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

Quality Area 2: Standards and elements

Standard 2.1	Each child's health is promoted.	
	Element 2.1.1	Each child's health needs are supported.
	Element 2.1.2	Each child's comfort is provided for and there are appropriate opportunities to meet each child's need for sleep, rest and relaxation.
	Element 2.1.3	Effective hygiene practices are promoted and implemented.
	Element 2.1.4	Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines.
Standard 2.2	Healthy eating and physical activity are embedded in the program for children.	
	Element 2.2.1	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.
	Element 2.2.2	Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.
Standard 2.3	Each child is protected.	
	Element 2.3.1	Children are adequately supervised at all times.

	Element 2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.
	Element 2.3.3	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
	Element 2.3.4	Educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect.

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

Standard/element	National Law (section) and National Regulations (regulation)	
2.1.2, 2.3.1, 2.3.2	section 165	Offence to inadequately supervise children
2.3.2	section 167	Offence relating to protection of children from harm and hazards
2.1.3, 2.1.4, 2.2.1	regulation 77	Health, hygiene and safe food practices
2.2.1	regulation 78	Food and beverages
2.2.1	regulation 79	Service providing food and beverages
2.2.1	regulation 80	Weekly menu
2.1.2	regulation 81	Sleep and rest

2.3.2	regulation 82	Tobacco, drug and alcohol free environment
2.3.2	regulation 83	Staff members and family day care educators not to be affected by alcohol or drugs
2.3.4	regulation 84	Awareness of child protection law
2.1.4, 2.3.3, 2.3.4	regulation 85	Incident, injury, trauma and illness policies and procedures
2.1.4, 2.3.3, 2.3.4	regulation 86	Notification to parents of incident, injury, trauma and illness
2.1.4, 2.3.3, 2.3.4	regulation 87	Incident, injury, trauma and illness record
2.1.4	regulation 88	Infectious diseases
2.1.4	regulation 89	First aid kits
Standard/element	National Law (section) and National Regulations (regulation)	
2.1.1, 2.1.4, 2.3.2	regulation 90	Medical conditions policy
2.1.1, 2.1.4, 2.3.2	regulation 91	Medical conditions policy to be provided to parents
2.1.1, 2.1.4	regulation 92	Medication record
2.1.1, 2.1.4	regulation 93	Administration of medication

2.1.1, 2.1.4	regulation 94	Exception to authorisation requirement—anaphylaxis or asthma emergency
2.1.1, 2.1.4	regulation 95	Procedure for administration of medication
2.1.1, 2.1.4	regulation 96	Self-administration of medication
2.3.3	regulation 97	Emergency and evacuation procedures
2.3.3	regulation 98	Telephone or other communication equipment
2.3.2	regulation 99	Children leaving the education and care premises
2.3.1, 2.3.2	regulation 100	Risk assessment must be conducted before excursion
2.3.1, 2.3.2	regulation 101	Conduct of risk assessment for excursion
2.3.1, 2.3.2	regulation 102	Authorisation for excursions

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

2.3	regulation 168(2)(h)	Policies and procedures are required in relation to providing a child-safe environment
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	<p>Each child's health needs are supported. Upon enrolling any health needs are discussed and health care plans and medicine is collected and stored. All staff members are aware of children with health care plans and where this information along with their plan and medicine is stored. For children with complex health needs who require a nurse, key staff are inducted with their health plan with the nursing team from Women's and Children's Health Network and an agreement is signed which clearly outlines our responsibility. During this meeting care plans, such as transfer and positioning, resuscitation and eating are all collected and read with child's therapist. This occurs before the child starts. A red card for emergency instructions is placed in the main office area.</p> <p>There are always spaces available for children to rest and relax at any time. All children have a relaxation time where they learn how to regulate and relax by breathing techniques, fiddle toys, music, and books.</p> <p>Children are supported to practice effective hygiene measures such as washing hands before eating, coughing into the elbow and using tissues. Staff model good practice and visual cues are placed in toilet areas. In the event of an infectious disease, parents are notified of the disease, the signs and symptoms and exclusion times through written and verbal communication.</p> <p>Healthy eating and physical activity are embedded at our centre. All children and families are encouraged to bring food that follows the healthy eating guidelines and is culturally appropriate. Each year we run the program, "eat a rainbow," across the whole Centre: preschool, occasional care and playgroups. During this program we explore new food by looking, tasting, eating and cooking. The program is run with children and parents and we supply recipes and food bags for families to take home to try new recipes. This food is supplied through Food Bank. Each fortnight we have a Food bank delivery with fresh foods and bread available for families – to encourage healthy options. We provide a range of outdoor activities to promote</p>
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physical activity and we track children's development and provide extra support through our occupational therapist.

Staff are aware of the importance of adequate supervision at all times. This year we have changed from a part time preschool program to a full time program with less staff on a daily basis and this has made staff reflect on current practices to ensure all children remain in the line of sight and or in hearing at all times. Daily yard checks are made and termly audits to ensure no hazards are present. Staff are aware to set up equipment as set out in the Kidsafe document and through RAN training. Any injuries are documented and parents/caregivers are notified. These are reviewed to ensure any hazards are removed. We have a stocked first aid kit and all staff have first aid training. Risk assessments are undertaken for excursions and staff follow the excursion procedure at all times. Parents must give written consent for their child to participate in an excursion. We have an emergency management procedure and evacuations/invacuations are practiced.

Quality Area 3: Physical environment

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

Quality Area 3: Standards and elements

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

Element 3.3.2

Children are supported to become environmentally responsible and show respect for the environment.

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

Standard/element	National Law (section) and National Regulations (regulation)	
3.1.2	regulation 103	Premises, furniture and equipment to be safe, clean and in good repair
3.1.1	regulation 104	Fencing and security
3.2.2	regulation 105	Furniture, materials and equipment
3.1.1	regulation 106	Laundry and hygiene facilities
3.1.1	regulation 107	Space requirements—indoor
3.1.1	regulation 108	Space requirements—outdoor space
3.1.1	regulation 109	Toilet and hygiene facilities
3.1.1	regulation 110	Ventilation and natural light
3.1.1	regulation 111	Administrative space
3.1.1	regulation 112	Nappy change facilities
3.2.1	regulation 113	Outdoor space—natural environment

3.1.1	regulation 114	Outdoor space—shade
3.1.3	regulation 115	Premises designed to facilitate supervision
3.1.2	regulation 116	Assessments of family day care residences and approved family day care venues
3.1.1	regulation 117	Glass (additional requirement for family day care
	Related requirements	
	Part 3 of the National Law: Service Approval	
	regulation 25	Additional information about proposed education and care service premises
	Regulations 41-45	Service waiver and temporary waiver

Quality Improvement Plan for QA 3

Summary of strengths for QA3

Strengths	<p>Over the past 5 years we have remodelled inside and outside environments to make sure equipment and furniture is suitable for preschool aged children. We purposely chose indoor furniture that was a natural material and finish and went away from brightly coloured large furniture which caused some over stimulation in children and was at times difficult for educators to see over. We also had the entire space treated for optimal sound quality so that children had the best opportunity to learn. This greatly helped our EAL learners and children with a disability. When designing our spaces we also were aware to make sure children who have walking frames or are in wheel chairs have access to as much as possible. Children have access to both indoor and outdoor activities and there is always a range of sensory, messy, group and independent play opportunities. We have made sure that there are adequate resources to minimize disputes and support deep engagement. Outside, we have a permanent sunken trampoline so it is always available for children to use. This has been fantastic especially for our children on the autism spectrum who find this movement essential for regulation. In 2016 we added a mud kitchen to our outdoor environment and remodelled some spaces to make them multi purposeful and natural. Our outdoor environment provides opportunities for exploration and engagement and open spaces so portable equipment can be added and changed daily. We have an edible garden area where children take an active role in planting, watering and picking the produce. We have a sustainability plan and children are encouraged to place rubbish in the correct bin. Caring for the environment and sustainability of our planet are programmed in our curriculum. Our sustainability plan is implemented across all programs in The Children's Centre.</p> <p>In the 2016 review we identified the need to improve the sound quality in our community space which is used for playgroup, occasional care, crèche and targeted playgroups. As our services are expanding (2017 changed from part-time preschool to fulltime preschool), we want to make sure all spaces have optimal sound quality, so every child has the best opportunity to learn. We will look at improving this space with acoustic treatment.</p>
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Key improvements sought for QA3

Standard/element	3.1.1 Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.	
	Identified issue	Acoustics in the Community space are not conducive to optimum learning. Especially when we need to divide the space and run a program and crèche at the same time.

Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
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3.1.1	Better learning environment for children and families in the community space.	M	Quote for Rayjon. Approval from Governing Council	Better sounds quality – not so noisy! Children engaged Children have a better sense of wellbeing	Term 1	

Quality Area 4: Staffing arrangements

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

Quality Area 4: Standards and elements

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

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

Standard/element	National Law (section) and National Regulations (regulation)	
4.1	regulation 169	Offence relating to staffing arrangements
4.1	regulation 118	Educational leader
4.1	regulations 119–120	Age and supervision requirements
4.1	regulations 121–124	Minimum number of educators required
Standard/element	National Law (section) and National Regulations (regulation)	
4.1	regulations 125–128	Educational qualifications for educators
4.1	regulations 129–135	Requirements for educators who are early childhood teachers
4.1	regulation 136	First aid qualifications
4.1	regulations 137–143	Approval and determination of qualifications
4.1	regulation 144	Family day care educator assistant

4.1	regulations 145–15	Staff and educator records—centre-based services
4.1	regulation 153	Register of family day care educators
4.1	regulation 154	Record of staff, family day care coordinators and family day care educator assistants
	Related requirements	
4.1	section 161	Offence to operate education and care service without nominated supervisor
4.1	section 162	Offence to operate education and care service unless responsible person is present
4.1	section 163	Offence relating to appointment or engagement of family day care coordinators
4.1	regulations 46–54	Supervisor certificates
4.2	regulation 55	Quality improvement plans
4.1	regulation 168(2)(i)	Policies and procedures are required in relation to staffing including a code of conduct for staff members; determining the responsible person present at the service and the participation of volunteers and students on practicum placements.

Quality Improvement Plan for QA4

Summary of strengths for QA4

Strengths

All staff have relevant qualification and ratios are maintained at all times. All required training are maintained and recorded on DECD system. We have been able to maintain the same staff for the past 5 years which has provided consistency and familiar faces for the community. We have done this by employing staff in a range of programs, so a bilingual staff person in the preschool may also run playgroup and occasional care. We are very aware that some children don't cope too well with changes, so we do everything possible to make sure staffing is consistent. Staff follow the code of ethics and are committed to the centre philosophy. Staff have led training sessions for other staff so we are sharing our particular strengths and knowledge. This has led to a real respect for each other and a commitment to continue to learn and grow as a team and as individuals. We are especially fortunate to have a range of disciplines on a staff – education, speech pathologist, occupational therapist and social work all of which collaboratively work and learn together. In 2016 we established an Early Years learning Framework learning group with myself (Director) and 4 ECW's from preschool and occasional care. Our aim was to improve knowledge and understanding of pedagogy, children's learning and the skill of observation and documentation. This has had outstanding results in confidence and knowledge and will continue into 2017.

Key improvements sought for QA4

Standard/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.
Identified issue	Learning in isolation may not be as beneficial as learning together. (in particular for the ECW) Improve skill level of ECW so they can support the education program better

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
4.2.2	ECW' increasing knowledge and capacity to a high degree.	H	EYLF training group run by Director at least twice a term with on-line training and,or requirements in between.	Sharing of new skills is embedded ECW staff feel confident to join in robust conversations and reflection ECW staff are supporting the education program to a high degree	Term 4	

Quality Area 5: Relationships with children

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

Quality Area 5: Standards and elements

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

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

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

Quality Improvement Plan for QA5

Summary of strengths for QA5

Strengths	<p>Staff are very aware that relationships are vitally important for children’s wellbeing and involvement. . As such staff spend time to build relationships with each and every child through conversations and play. Staff also build relationships with families as we view the child as part of a family and it is important to develop this trust. As we are a multiculturally diverse Centre we reflect this within our staff so connections can be quickly made. Staff also recognise that relationships and security can look very different for each child and as such are aware of different techniques to develop these with children. Staff follow our “Interactions with Children Policy”, and recognise that some “behaviours” are neurologically based.</p> <p>The environment is adapted so that every child can manage their own behaviour, for example there are quiet spaces for children to retreat in and sensory toys available. Children are supported to develop skills to manage conflict. Cultural differences are respected and activities are adapted so everyone can participate. We all recognise that every child has the right to be safe and learn and every child is treated with respect.</p>
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Quality Area 6: Collaborative partnerships with families and communities

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

Quality Area 6: Standards and elements

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



	Element 6.3.3	Access to inclusion and support assistance is facilitated.
	Element 6.3.4	The service builds relationships and engages with their local community.



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

Standard/element	National Law (section) and National Regulations (regulation)	
6.1, 6.2, 6.3	regulation 157	Access for parents
	Related requirements	
6.1, 6.2	section 172	Offence to fail to display prescribed information
6.1, 6.2, 6.3	section 175	Offence relating to requirement to keep enrolment and other documents
6.1, 6.2, 6.3	regulation 73	Educational programs
6.1, 6.2, 6.3	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
6.1, 6.2, 6.3	regulation 75	Information about the educational program to be kept available
6.1, 6.2, 6.3	regulation 76	Information about educational program to be given to parents
6.1, 6.2, 6.3	regulation 80	Weekly menu
6., 6.2, 6.3	regulation 86	Notification to parents of incident, injury, trauma and illness



6.3	regulation 99	Children leaving the education and care service premises
6.3	regulation 102	Authorisation for excursions
6.1, 6.2, 6.3	regulation 111	Administrative space (centre-based services)
6.1	regulation 168(2)(k)	Policies and procedures are required in relation to enrolment and orientation
6.1, 6.2, 6.3	regulation 171	Policies and procedures to be kept available
Standard/element	National Law (section) and National Regulations (regulation)	
6.1, 6.2, 6.3	regulation 172	Notification of change to policies or procedures
6.1, 6.2, 6.3	regulation 173	Prescribed information is to be displayed
6.1	regulation 177	Prescribed enrolment and other documents to be kept by approved provider
6.1	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator
6.1, 6.2, 6.3	regulation 181	Confidentiality of records kept by approved provider
6.1, 6.2, 6.3	regulation 182	Confidentiality of records kept by family day care educator

6.1, 6.2, 6.3

regulation 183

Storage of records and other documents

Quality Improvement Plan for QA6

Summary of strengths for QA6

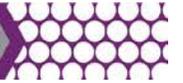
Strengths

We understand the importance of forming collaborative partnerships with families and the community. We view the parents/family as the child's first teacher and empower parents/families in decision making for their child. Families are encouraged to join our Governing Council and are supported to fulfil their role. We follow our enrolment and orientation process to ensure all children and families are familiar with staff and what to do on the first day! Orientation is an ongoing process as families learn firstly about the environment and routines and then how to support their child's learning. We use our bilingual ECW's in this process. Information about our centre and programs are available on Facebook and our webpage as well as through other services and agencies, such as CaFHS. Communication also happens through an APP called Skoolbag.

Information about services to support family and wellbeing are available and this information is supported by the speech therapist, occupational therapist and family services coordinator. As well as referring families to services we also provide our own support for families though, supported targeted playgroups and parenting groups which aim to develop parent capacity while supporting families experiencing anxiety, depression, violence and disadvantage. In 2016 we delivered the following programs/information sessions to parents and families: Circle of security, Art Therapy, Sleep, Toileting and First Aid for children. We have supported transitions within the centre by employing extra staff to support families who start playgroup and occasional care. This has been possible through a grant from Communities for Children. This initiative has enabled us to provide the extra support to families and children and has resulted in smoother transitions, transfer of information and 10 children being referred for early intervention as well as the family supported in this process.

As a partnership one of our priorities is continuity of learning through transitions. In 2016 2 staff participated in an inquiry project centred on numeracy with the bigger picture being to develop relationships with local schools to enable better transfer of information for children transitioning resulting in continuity of learning. This project had good results but still needs an ongoing commitment and widening to include non DECD schools, such as the one near us to whom many children go to for school.

Our centre provides an inclusive preschool program, which can accept up to 6 children with additional needs. These children are well supported



within the program, with individual learning goals developed with families and other therapists. This program is fully integrated into the mainstream which provides true inclusivity and opportunity for children to learn from each other. If not already registered and accessing services, families are supported to apply for NDIS funding and referrals to the CDU and Primary Health. We have found that families who have a child enrolled in our IPP program feel connected to the centre and are able to form relationships not only with staff who they can see “understand” their child but also with other families who have children with similar traits.

During 2016 we began two supported playgroups. One supported by the speech therapist and family services coordinator the other by the occupational therapist and family services coordinator. This was a targeted support group aimed at developing skills with children and building capacity of parents. These groups were in response to families finding it difficult to take their child to a universal playgroup, either as their child had developmental needs or the parent had mental health needs. These playgroups were very successful as they allowed families to develop relationships with staff and the centre in a relaxed supported atmosphere. This has led to families enrolling in occasional care or attending the larger universal playgroups. In 2017 we want to develop parent capacity in our current groups as this is a “captured audience,” and it is sometimes hard for parents to attend the targeted parent workshops.

There is still a level of frustration amongst staff as how to refer families to the correct pathway for early intervention and support. This is work for 2017 as we fine tune our processes and how to work collaboratively with other agencies to support these families while waiting for assessments and therapy.

We have had great success working collaboratively with other services in the community through our Community Partnership Group which was established in 2015. As a group we have been working on a program called Paint the Parks and Gardens ReAd, which is aimed at improving literacy skills in young children. This program is part of a National program called Paint the Town ReAd. There are 12 agencies on our group who work together on delivering this program primarily to the targeted suburbs but also to the broader community. So far we have held 3 large community events with the next event due in April 2017. In November 2016 the group met and drafted a Results Based Accountability Population Plan. We are tracking the improvements made with this project through AEDC data. This is a long term project which relies on continued involvement and organisation from our CDC and Director. We will both attend the annual conference in 2017 and will support and mentor the next South Australian project to soon start in the Charles Sturt Council area.



Key improvements sought for QA6

Standard/element	6.2.2 Current information is available to families about community services and resources to support parenting and family well-being.	
	Identified issue	Not all parents have scope to attend parenting groups, so how can we include building parent capacity in our universal groups?
Standard/element	6.3.1 Links with relevant community and support agencies are established and maintained.	
	Identified issue	Referral pathways have changed with the NDIS so we need to create a process for staff to follow, so families are directed to the correct service and waiting times are kept to a minimum.
Standard/element	6.3.2 Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.	
	Identified issue	Staff identify that continuity of learning is important for all children, especially when they begin school. Better understandings of these transitions and understandings of curriculum is important. As numeracy is a priority in our partnership will we continue to use numeracy as a lens to build on transitions.

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
6.2.2	We want to develop parent's knowledge and understanding of how children learn, their role and the importance of child/parent relationships	H	Key messages across centre - fortnightly (same as PPGR) Visuals as well as handouts Using playgroups as a way to distribute information Staff consistently saying key messages	Engagement level between child and parent higher Knowledge level of parent increases Higher involvement in community events from families	Establish term 1	
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
6.3.1	Staff and parents to have a better understanding of referral pathways for the child and the first referral is the correct referral.	H	Develop a flow map of referral pathways Streamline a referral process for children Liaise with Primary Health to provide targeted groups for families on waiting lists Provide support to families Following up referrals and track	Less confusion for families and staff Children are able to access therapies in a timely manner Families are supported to attend targeted groups while waiting for therapy.	Establish term 1 Monitor/edit	
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
6.3.2	Continuity of learning for each child and better relationships with staff across sites. A better understanding by educators of the Early Years (preschool and school) about the Early Years Learning Framework and The Australian Curriculum	H	Developing relationships with early years teachers of our feeder schools. Shared learning with these teachers – focus on mathematic content Sharing of excellent practice Using the RRR and numeracy indicators for reflection Understanding of both Early Years Learning Framework and The Australian Curriculum	Better communication between sites Shared mathematical language and understanding of children's learning Children are engaged with numeracy learning which is continued as they transition Higher Naplan scores	Establish term 1	

Quality Area 7: Leadership and service management

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

Quality Area 7: Standards and elements

Standard 7.1	Effective leadership promotes a positive organisational culture and builds a professional learning community.	
	Element 7.1.1	Appropriate governance arrangements are in place to manage the service.
	Element 7.1.2	The induction of educators, co-ordinators and staff members is comprehensive.
	Element 7.1.3	Every effort is made to promote continuity of educators and co-ordinators at the service.
	Element 7.1.4	Provision is made to ensure a suitably qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning.
	Element 7.1.5	Adults working with children and those engaged in management of the service or residing on the premises are fit and proper.
Standard 7.2	There is a commitment to continuous improvement.	
	Element 7.2.1	A statement of philosophy is developed and guides all aspects of the service's operations.
	Element 7.2.2	The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement.

	Element 7.2.3	An effective self-assessment and quality improvement process is in place.
Standard 7.3	Administrative systems enable the effective management of a quality service.	
	Element 7.3.1	Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements.
	Element 7.3.2	Administrative systems are established and maintained to ensure the effective operation of the service.
	Element 7.3.3	The Regulatory Authority is notified of any relevant changes to the operation of the service, of serious incidents and any complaints which allege a breach of legislation.
	Element 7.3.4	Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner.
	Element 7.3.5	Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.

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

Standard/element	National Law (section) and National Regulations (regulation)	
7.1.5	section 12	Applicant must be fit and proper person (provider approvals)

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

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

Quality Improvement Plan for QA7

Summary of Strengths

Strengths	<p>We have been able to maintain continuity of staff for the past 5 years with new staff joining us as our service has grown. This has enabled us to grow and develop and embed our philosophy across the Centre. Our induction process is followed for all new staff and new staff are supported and mentored by current staff as they learn about the Centre, children and community. In 2016 I ran a process with each staff member in which they had to select three words (choice cards) which described areas of strength of the Centre and 1 word which described an area we could further develop. The 4 words which were most chosen for strength were, Purpose, Respect, Vision and Belonging. Staff commented that they felt the Centre has a real sense of purpose, that they belonged and were accepted for who they were and they felt respected and supported in their role. This is indicative of how as a staff we work collaboratively and respectfully together and always have children and families' outcomes in the forefront. One of our</p>
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partnership priorities was to improve school culture in all sites for greater success for children. We reflected on ourselves in terms of high will and high skill and through this staff identified areas in which they needed to improve to bring their knowledge up to the high skill. All staff have a Professional Development Plan and from this we plan staff learning both as individuals and as a group. These are reviewed twice a year.

Reflection is a key to any improvement and as such staff continually reflect and evaluate. Our community development coordinator and family services coordinator have reporting requirements for DECD and internally we evaluate parent programs in terms of attendance and outcomes to our Outcomes Framework and the, "what next?" As a whole Centre we conduct an annual review whereas groups of staff, (preschool, occasional care, group programs/allied health) we reflect and evaluate. This forms the basis of our next Quality Improvement Plan.