



Australian Children's  
Education & Care  
Quality Authority

# National Quality Standard Assessment and Rating Report

<b>Service Name</b>	Epping North OSHCP
<b>Date</b>	6.11.2014

# About this report

## The National Quality Framework

In December 2009, all Australian governments, through the Council of Australian Governments, agreed to a partnership to establish a National Quality Framework for Early Childhood Education and Care (National Quality Framework).

The Australian Government and state and territory governments recognise the importance of increasing their focus on the early years to ensure the wellbeing of children throughout their lives and to lift the productivity of our nation as a whole. The drive for change is based on clear evidence that the early years of children's lives are very important for their present and future health, development and wellbeing.

The National Quality Framework aims to raise quality and drive continuous improvement in education and care services through:

- the *National Quality Standard for Early Childhood Education and Care and School Age Care (National Quality Standard)*
- a national quality assessment and rating process
- streamlined regulatory arrangements
- a new national body jointly governed by the Australian Government and state and territory governments—the Australian Children's Education and Care Quality Authority (ACECQA)—to oversee the new system.

The new system replaces state and territory licensing and quality assurance processes.

## Purpose

The purpose of the National Quality Framework assessment and rating process is to determine whether and at what rating level services meet the *National Quality Standard* and the requirements of the *Education and Care Services National Regulations* and the *Education and Care Services National Law*.

The purpose of this report is to inform you of the outcome of your service's assessment and rating against the National Quality Framework, including the *National Law* and *National Regulations*, which incorporates the *National Quality Standard*. This report will assist you with your ongoing quality improvement planning.

## How this document is organised

The *National Quality Standard Assessment and Rating Report* includes:

- a service details section
- a list of the rating level descriptors for each quality area accompanied by the Regulatory Authority's comments on evidence, and any notes relevant to the service's Quality Improvement Plan
- a table that summarises the elements that were 'met' and 'not met', and the ratings for the standards within each quality area, and
- a table that presents the quality area ratings and the overall rating.

## The rating system

The *National Regulations* prescribe the rating levels within the national quality assessment and rating process (regulation 57). The rating levels are displayed in this document as follows:

Rating Level	Abbreviation
Significant Improvement Required	S
Working Towards National Quality Standard	W
Meeting National Quality Standard	M
Exceeding National Quality Standard	E

Further information on how ratings are determined is available in the *Guide to Assessment and Rating for Services*.

## Service details

**Name of service** Epping North OSHCP

**Type of service** Outside –of –School-Hours Care

### Location

Street Boundary Road

Suburb North Epping

State or territory NSW Postcode 2121

### Contact details

Telephone 9868 5690 Mobile 0417 153 430

Email enoshcp@bigpond.com.au

**Approved provider** Contact Person : Simone Shannon

### Nominated supervisor

Name Jodie Irvine Title Ms

### Educational leader

Name Jodie Irvine Title Ms

### Responsible person

Jodie Irvine

### Primary contact for assessment and rating visit

Jodie Irvine

### Quality Improvement Plan

Date received 25.9.2014

### Visit

Date 5.11.2014 Arrival 1:10 PM Departure 6::10 PM

Date 6.11.2013 Arrival 7:10 AM Departure 11:35 AM

### Authorised officer/s

Name Linda Page Title Ms

**Minor adjustments** Yes ☒ No ☐ **Date advised** 6.11.2014

**Relevant element/s and/or regulations** R92, Element 2.3.4

## Quality Area 1: Educational program and practice

**Standard 1.1** An approved learning framework informs the development of a curriculum that enhances each child's learning and development.

Element	Working Towards National Quality Standard (W)	Meeting National Quality Standard (M)	Exceeding National Quality Standard (E)	Met or Not met
1.1.1	Curriculum decision making sometimes supports children's learning and development outcomes.	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.	Curriculum decision making maximises each child's learning and development opportunities.	Met
1.1.2	The program sometimes draws upon children's current knowledge, ideas, culture, abilities and interests.	Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.	Each child's current knowledge, ideas, culture, abilities and interests are consistently incorporated and actively drive all aspects of the program.	Met
1.1.3	Aspects of the program, including routines, provide opportunities for children's learning.	The program, including routines, is organised in ways that maximise opportunities for each child's learning.	The program, including routines, is organised in ways that maximise each child's involvement and engagement in learning.	Met
1.1.4	General information about the program for children is available to families.	The documentation about each child's program and progress is available to families.	The documentation about each child's program and progress is available in an accessible format and opportunities are provided for discussion with families.	Not met
1.1.5	Some supports are offered to children to participate in the program.	Every child is supported to participate in the program.	Every child is actively and consistently supported to engage in the program.	Met
1.1.6	Children's agency is sometimes considered and encouraged in helping them to make choices and decisions about their world.	Each child's agency is promoted, enabling them to make choices and decisions and influence events and their world.	Each child's agency is consistently considered and promoted, enabling them to make a range of choices and decisions to influence events and their world.	Met

Standard	National Law (s) and National Regulations (r)
1.1	<p>s168 Offence relating to required programs</p> <p>s323 Approved learning framework</p> <p>r73 Educational program</p> <p>r75 Information about the educational program to be kept available</p> <p>r76 Information about educational program to be given to parents</p> <p><b>General transitional and saving provisions</b></p> <p>r254 Declared approved learning frameworks</p>

**Evidence**

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.

- The service philosophy places an emphasis on the value of play and interactions between children.
- Educators are aware of the importance of developing each child's identity and this is reflected in the program.
- Interactions demonstrate that children's development as effective communicators is considered in the daily implementation of the program.
- Curriculum decision making contributes to children's confidence as learners. For example, educators encourage children to make their own choices in both indoor and outdoor play experiences.
- The My Time Our Place learning framework (framework) is available to educators and information is displayed for them to refer to in their work.

Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.

- The program includes experiences to reflect children's cultures, including special events or activities related to Chinese New Year or Diwali.
- Children are encouraged to share their interests and experiences with their peers. For example, a child was encouraged to talk about a visit to a beach with their family as part of the program.
- Children are encouraged to follow their own interests and use resources to explore their interests, including using craft materials to make windsocks.

The program, including routines, is organised in ways that maximise opportunities for each child's learning.

- Educators provide children with a balance of planned and spontaneous and active play to maximise opportunities for learning.
- Children are able to make choices about their preferred foods and serve themselves.
- Educators talk with children about sun protection and hand washing procedures.
- Waiting is minimised and educators collaborate with children about activities available each day. For example, children are given choices to join in afternoon tea or breakfast routines or to continue able to engage in play experiences.

General information about the program for children is available for families..

- The weekly and daily programs are displayed for families.
- Information and photographs about the learning experiences each day are available for families to view.
- Children's artwork and photographs of children engaged in play are used to communicate the program to families.

However:

- Limited information about each child's program and progress is available to families. For example, the service lists the dates that children are observed and the learning outcomes and no other information is consistently available.

Every child is supported to participate in the program.

- The enrolment process is used to gather information about children to support them to participate in routines.
- Brief notes are kept for educators to use in supporting the inclusion of children with additional needs in the program.
- Educators provide resources to support children to participate in play, including resources for children with preferences for using their left hand.

Each child's agency is promoted, enabling them to make choices and decisions and influence events and their world.

- Children have opportunities to make decisions affecting their world. For example, children are encouraged to use materials in different ways or to move equipment between indoor and outdoor environments.
- Children have opportunities to develop leadership and show other children how to use equipment or learn the rules of games.
- Educators consistently support children to select their own play materials and children are familiar with resources available in storerooms.

In addition:

- Educators have revised their program displays to provide children with a clearer understanding of choices and to enable them to make a range of decisions to influence events in their world.
- Children are freely able to access computers with their educators to explore topics of interest, including birds and cartoon characters.
- Educators consistently respect children's choices to participate or not in play.

Therefore this Standard is rated at Working towards NQS.

#### Quality Improvement Plan notes (optional)

The service may implement plans in their Quality Improvement Plan (QIP) to gather information on children on "Who am I" sheets and to use this in programming and to communicate with families about their child's program and progress.

If significant improvement is required, record this in the summary section at the end of this form.

1.1	An approved learning framework informs the development of a curriculum that enhances each child's learning and development.	Working towards NQS
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## Quality Area 1: Educational program and practice

**Standard 1.2** Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.

Element	Working Towards National Quality Standard (W)	Meeting National Quality Standard (M)	Exceeding National Quality Standard (E)	Met or Not met
1.2.1	Children's learning and development is considered in some aspects of the planning process.	Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.	Assessment of each child's learning and development is part of an ongoing cycle of planning, documenting and evaluation. It is an interactive process that drives development of the program.	Not met
1.2.2	Educators sometimes respond to children's ideas and play.	Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.	Educators consistently respond to children's ideas and play and intentional teaching is embedded within the program to scaffold and extend each child's learning.	Met
1.2.3	Some reflection on children's learning and development is considered in planning the program.	Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.	Critical reflection on children's learning and development, both as individuals and in groups, is consistently used to implement, review and revise the program.	Met

Standard	National Law (s) and National Regulations (r)
1.2	r74 Documenting of child assessments or evaluations for delivery of educational program

### Evidence

Children's learning and development is considered in some aspects of the planning process.

- Educators use a checklist system to ensure that each child is observed each term.
- Educators document planned and spontaneous learning experiences on the weekly and daily program for groups of children or the service as a whole.
- The daily program for groups is evaluated and educators use a checklist system to identify the learning outcomes developed by activities.
- Educators sometimes write comments about individual children on the daily reflection, although this is not linked to subsequent programming.
- Photographs are taken to document some activities that children choose in their play.

However:

- The service has not developed an ongoing cycle of planning, documenting and evaluation. For example, educators have not developed a system to document and evaluate the learning of each child and information about individual children is not used in a systematic way to inform program planning.
- There are no individual records of learning or portfolios.

Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.

- Educators listen and respond respectfully to children's ideas about play.
- Learning experiences are used as opportunities to scaffold and extend children's learning. For example, an educator encouraged children using a spinning wheel to place paint in different areas to discover how different patterns emerge.
- Educators adjust their level of involvement in play to scaffold learning and extend learning effectively. For example, when a child initiated a game using a map an educator adjusted their support and provided the child with opportunities to control and direct their own learning.

In addition:

- Educators consistently respond to children's ideas and play and intentional teaching is embedded in their interactions with children. For example, educators engage children in looking at words to develop their literacy skills while exploring information with children.
- Educators use spontaneous experiences to consistently scaffold and extend learning. For example, children were debating if plovers had 'spikes' on their heads, and an educator supported children to use the internet to identify the features of these birds.

Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.

- The daily program is documented and educators reflect on the learning of groups of children to plan resources or experiences for the program.
- Educators have reflected on the program for children and developed a system to provide children with more information about the choices in play or resources.
- Educators talk about ways to extend children's interests. For example, educators provided children with Japanese kirigami materials to extend on their interest in origami and papercrafts.
- Educators consistently reflect on their interactions with children and adjust the program throughout the day to respond to children's spontaneous interests.
- The educational leader has led discussions with staff about asking themselves 'why not?' in relation to requests from children.

Therefore this Standard is rated at Working towards NQS.

#### Quality Improvement Plan notes (optional)

The service may consider the use of interest webs to document children's interests and consider using these to document the extension of their knowledge and interests.

The service may also consider their plans to use scrapbooks for children to document their own learning, interests, and development.

If significant improvement is required, record this in the summary section at the end of this form.

<b>1.2</b>	Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.	<b>Working towards NQS</b>
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## Quality Area 2: Children's health and safety

### Standard 2.1 Each child's health is promoted.

Element	Working Towards National Quality Standard (W)	Meeting National Quality Standard (M)	Exceeding National Quality Standard (E)	Met or Not met
2.1.1	Information on children's health needs is available.	Each child's health needs are supported.	Each child's health needs are consistently supported, monitored and promoted.	Met
2.1.2	Opportunities for sleep, rest and relaxation are provided for children.	Each child's comfort is provided for and there are appropriate opportunities to meet each child's need for sleep, rest and relaxation.	Each child's comfort is provided for and there is a range of opportunities for both individuals and groups that effectively meet each child's need for sleep, rest and relaxation.	Met
2.1.3	Basic hygiene practices are implemented.	Effective hygiene practices are promoted and implemented.	Effective hygiene practices are actively and consistently promoted and embedded in the everyday program.	Met
•	Some steps are taken to control the spread of infectious diseases and to manage injuries and illness.	Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines.	Preventative steps are evident in controlling the incidence and spread of infectious diseases. In addition, the management of injuries and illness accords with recognised guidelines, and best practice regarding these issues is embedded in the everyday program.	Met

Standard	National Law (s) and National Regulations (r)
2.1	r77 Health, hygiene and safe food practices r81 Sleep and rest r88 Infectious diseases r89 First aid kits r90 Medical conditions policy r91 Medical conditions policy to be provided to parents r92 Medication record r93 Administration of medication r94 Exception to authorisation requirement – anaphylaxis or asthma emergency r95 Procedure for administration of medication r96 Self-administration of medication

#### Evidence

Each child's health needs are supported.

- The enrolment process is used to gather information to support each child's needs and the service ensures that all an emergency action plan is in place prior to children commencing in care.
- Emergency action plans are readily available for educators to access.
- New staff are informed about children's health needs as part of their induction.

Each child's comfort is provided for and there are appropriate opportunities to meet each child's need for sleep, rest and relaxation.

- There are lounges and cushions to promote relaxation.
- Children are able to use the outdoor spaces and create their own areas for relaxation.
- Educators talk to children about the choices available for relaxation.

Effective hygiene practices are promoted and implemented.

- Educators encourage children to wash their hands prior to eating and after toileting.
- Children are encouraged to use tissues and wash their hands after wiping their noses.

- Food preparation areas are sanitised prior to preparing food.
- Educators wash their hands and wear gloves before serving food.

Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines.

- The service has policies regarding infectious diseases, the administration of first aid and to minimise the risk of cross-infection.
- Staying Healthy (5<sup>th</sup> edition) is used to provide families with information about infectious diseases.
- Information about any infectious diseases are posted on the service website.
- The service has procedures to inform the public health unit of any communicable disease.

Minor adjustment:

The service was given a minor adjustment on 6.11.2014 to amend records of the administration of medication to reflect regulation 93. The service provided evidence that this was rectified on 11.11.2014.

Therefore this Standard is rated at Meeting NQS.

#### Quality Improvement Plan notes (optional)

If significant improvement is required, record this in the summary section at the end of this form.

2.1	Each child's health is promoted.	Meeting NQS
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## Quality Area 2: Children's health and safety

### Standard 2.2 Healthy eating and physical activity are embedded in the program for children.

Element	Working Towards National Quality Standard (W)	Meeting National Quality Standard (M)	Exceeding National Quality Standard ®	Met or Not met
2.2.1	Food and drinks provided by the service are nutritious.	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.	Food and drinks provided by the service are nutritious and appropriate for each child. Healthy eating is consistently and actively promoted and embedded in the everyday program.	Met
2.2.2	There are opportunities for children to participate in physical activity.	Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.	Physical activity that builds on children's interests and development is embedded in all aspects of the program.	Met
Standard	National Law (s) and National Regulations ®			
2.2	r78 Food and beverages r79 Service providing food and beverages r80 Weekly menu			

#### Evidence

Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.

- The menu for the week is displayed for families and children to view.
- Options are provided on the menu for children's individual dietary needs, including gluten-free or vegetarian.
- The menu is based on the Australian Dietary guidelines, although the information has not been updated.
- Children are provided with a range of healthy options including fruit and cereals.
- Educators model drinking water as a healthy choice.
- Children are able to access drinking water independently at all times.
- Information is available to families regarding healthy eating.

Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.

- Educators plan a physical play program to provide a balance of gross and fine motor activities.
- The program includes planned physical activities and a list of equipment available to the children.
- Children are able to access a range of equipment to use in their play, including skipping ropes, stilts, Frisbee, balls, racquets and water play.
- Children are able to select their own equipment to support their spontaneous physical play. For example, a child used skipping ropes to pull themselves up an incline.
- Children choose team-based games for physical play including dodge-ball.
- Educators encourage children to talk about their favourite sports and incorporate these into the group program.
- Children are supported to engage in spontaneous physical play. For example, some children initiated ballroom dancing and educators ensured there was adequate space for children to explore their interests.

Therefore this Standard is rated at Meeting NQS.

#### Quality Improvement Plan notes (optional)

The service may refer to Munch and Move for information to support healthy eating and physical play.

If significant improvement is required, record this in the summary section at the end of this form.

2.2	Healthy eating and physical activity are embedded in the program for children.	Meeting NQS
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## Quality Area 2: Children's health and safety

### Standard 2.3 Each child is protected.

Element	Working Towards National Quality Standard (W)	Meeting National Quality Standard (M)	Exceeding National Quality Standard ®	Met or Not met
2.3.1	The service is working towards ensuring children are adequately supervised at all times. This does not pose an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service.	Children are adequately supervised at all times.	Children are effectively supervised at all times and educators are attuned to the needs of all children to ensure each child's safety and wellbeing.	Met
2.3.2	The service is working towards ensuring that every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury. This does not pose an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service.	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.	Effective steps are taken to identify and manage risks and the precautions taken to protect children from hazards and harm reflect best practice.	Met
2.3.3	Plans are in place, practised and implemented to manage incidents and emergencies.	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.	Plans to effectively manage incidents and emergencies are developed and reviewed in consultation with relevant authorities. Strategies are regularly practised and implemented effectively.	Met
2.3.4	The approved provider has advised the nominated supervisor, educators and staff members who work with children of the existence of child protection law and any relevant obligations.	Educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect.	Educators, co-ordinators and staff members understand their roles and responsibilities in accordance with relevant child protection legislation and they actively raise family and community awareness of child protection issues.	Met

Standard	National Law (s) and National Regulations ®
2.3	s165 Offence to inadequately supervise children s167 Offence relating to protection of children from harm and hazards r82 Tobacco, drug and alcohol-free environment r83 Staff members and family day care educators not to be affected by alcohol or drugs r84 Awareness of child protection law r85 Incident, injury, trauma and illness policies and procedures r86 Notification to parents of incident, injury, trauma and illness r87 Incident, injury, trauma and illness record r97 Emergency and evacuation procedures r98 Telephone or other communication equipment r99 Children leaving the education and care service premises r100 Risk assessment must be conducted before excursion r101 Conduct of risk assessment for excursion r102 Authorisation for excursions

#### Evidence

Children are adequately supervised at all times.

- The service has reviewed processes for supervision over the past year to ensure children are adequately supervised at

all times.

- Educator use cones to define areas for children to use during outdoor play.
- Educators are aware of 'blind spots' and set up activities to maximise supervision.
- There are procedures in place to ensure that children are supervised while going to the toilets.

Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.

- Risk assessments are conducted prior to excursions.
- Educators talk to children about wearing hats and applying sunscreen prior to transitioning to outdoor play.
- Daily checks of the indoor and outdoor environments are conducted daily to identify risks. For example, educators check outdoor play spaces after storms to identify any damage to trees that could represent a risk to safety.
- Comprehensive checks of the service environments are conducted quarterly to identify hazards.

Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.

- The service conducts emergency drills every three months, including fire and lockdown drills.
- Fire extinguishers have been checked in the last 3 months.
- Emergency plans are displayed in foyer areas.
- The service has communicated with fire emergency services regarding the location to ensure it was not in a high fire risk area.

Educators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect.

- Educators are informed of their roles and responsibilities as mandatory reporters during the induction process.
- The service has some information for educators and families regarding child abuse and neglect including resources from NAPCAN.
- Educators are able to articulate their responsibilities to report any child at risk of abuse or neglect..
- Child protection has been discussed at a staff meeting in 2014.

Therefore this Standard is rated at Meeting NQS.

#### Quality Improvement Plan notes (optional)

If significant improvement is required, record this in the summary section at the end of this form.

<b>2.3</b>	Each child is protected.	<b>Meeting NQS</b>
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## Quality Area 3: Physical environment

**Standard 3.1** The design and location of the premises is appropriate for the operation of a service.

Element	Working Towards National Quality Standard (W)	Meeting National Quality Standard (M)	Exceeding National Quality Standard (E)	Met or Not met
3.1.1	The service is working towards ensuring outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose. This does not pose an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service.	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.	All outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources provide a stimulating learning and care environment for children.	Met
3.1.2	Premises, equipment and furniture are safe, clean and in good repair.	Premises, furniture and equipment are safe, clean and well maintained.	All premises, furniture and equipment are safe, clean and well maintained and enhance the learning environment for children.	Met
3.1.3	Facilities are designed or adapted to allow access and participation by children.	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.	Facilities are designed or adapted to ensure active participation by every child in the service and promote flexible use and interaction between indoor and outdoor space at all times.	Met

Standard	National Law (s) and National Regulations (r)
3.1	<p>r103 Premises, furniture and equipment to be safe, clean and in good repair</p> <p>r104 Fencing</p> <p>r106 Laundry and hygiene facilities</p> <p>r107 Space requirements—indoor</p> <p>r108 Space requirements—outdoor space</p> <p>r109 Toilet and hygiene facilities</p> <p>r110 Ventilation and natural light</p> <p>r111 Administrative space</p> <p>r112 Nappy change facilities</p> <p>r114 Outdoor space—shade</p> <p>r115 Premises designed to facilitate supervision</p> <p>r116 Assessments of family day care residences and approved family day care venues</p> <p>r117 Glass (additional requirement for family day care)</p> <p><b>General transitional and saving provisions</b></p> <p>r248 Centre-based service offering a preschool program in a composite class in a school</p> <p>r249 Declared approved services (other than declared approved family day care services)</p> <p>r250 Declared approved family day care services</p> <p>r251 Declared out of scope services</p>

Evidence
<p>Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.</p> <ul style="list-style-type: none"> <li>Indoor spaces are appropriately lit and ventilated to provide for children's comfort.</li> <li>There are indoor and outdoor areas for children to use in their learning and recreation experiences.</li> <li>Children have access to the natural environment.</li> <li>There are spaces for children to use during wet weather.</li> </ul> <p>Premises, furniture and equipment are safe, clean and well maintained.</p> <ul style="list-style-type: none"> <li>The indoor and outdoor play spaces are maintained by cleaners and gardeners employed by the school where the</li> </ul>

service is located.

- The service is able to access tradespeople and the school's general assistant to make repairs and to ensure the premises are well-maintained.
- Daily and quarterly checks of the environment are conducted to identify any areas requiring maintenance or repair.

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.

- Children are able to move flexibly between rooms during play.
- Children move freely between indoor and outdoor spaces to explore their interests.
- Toilets are accessible to children at all times.

Therefore this Standard is rated at Meeting NQS.

#### Quality Improvement Plan notes (optional)

If significant improvement is required, record this in the summary section at the end of this form.

3.1	The design and location of the premises is appropriate for the operation of a service.	Meeting NQS
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## Quality Area 3: Physical environment

**Standard 3.2** The environment is inclusive, promotes competence, independent exploration and learning through play.

Element	Working Towards National Quality Standard (W)	Meeting National Quality Standard (M)	Exceeding National Quality Standard (E)	Met or Not met
3.2.1	The configuration of outdoor and indoor spaces provides children with some opportunities to engage in activities.	Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.	Outdoor and indoor spaces are designed and effectively organised to engage every child in quality experiences involving the built and natural environments. The spaces provide the flexibility to respond to children's individual needs, development, self-initiated play and exploration.	Met
3.2.2	Resources, materials and equipment are developmentally appropriate, sufficient in number and available to children.	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.	Resources, materials and equipment are sufficient in number, organised in ways that extend every child's participation in the program and are consistently used in numerous ways.	Met
<b>Standard</b>	<b>National Law (s) and National Regulations (r)</b>			
3.2	r105 Furniture, materials and equipment r113 Outdoor space—natural environment			

### Evidence

Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.

- Children are able to access the natural environment during their play, including access to gardens and flower boxes.
- The indoor learning environment and resources provides children with access to natural materials including stones, sand, shells, and plants.
- Children were observed creating their own places for imaginative play in the outdoor play spaces. For example, children established a cubby in the area beneath a tree.
- Educators provide a range of resources for active and quiet play, and to develop gross motor and fine motor skills.

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.

- Environments are organised to provide appropriate and effective opportunities for children to engage in learning and leisure. For example, children have access to drawing materials, scissors and tape at all times to use in exploring their own interests including making paper planes or to decorate recycled boxes.
- Children are able to access resources and materials independently from boxes, cupboards or open shelving.
- Educators provide children with a range of books for research as well as leisure. For example, children are able to access books to support their interest in dinosaurs and spiders.
- Children are able to use the service computer to research information or to print pictures of their choosing. For example, children used a computer to print pictures of cartoon characters and to access information about animals.
- Aboriginal artwork is displayed in the service.

Therefore this Standard is rated at Meeting NQS.

<b>Quality Improvement Plan notes (optional)</b>		
If significant improvement is required, record this in the summary section at the end of this form.		
<b>3.2</b>	The environment is inclusive, promotes competence, independent exploration and learning through play.	<b>Meeting NQS</b>

## Quality Area 3: Physical environment

**Standard 3.3** The service takes an active role in caring for its environment and contributes to a sustainable future.

Element	Working Towards National Quality Standard (W)	Meeting National Quality Standard (M)	Exceeding National Quality Standard (E)	Met or Not met
3.3.1	Some consideration is given to sustainable practices in service operations.	Sustainable practices are embedded in service operations.	Sustainable practices are embedded in service operations and consistently promoted in the everyday program.	Met
3.3.2	Some information is provided to children about environmental responsibility.	Children are supported to become environmentally responsible and show respect for the environment.	Children are actively involved in being environmentally responsible and supported to continue this involvement within the program and in the broader community.	Met

Standard	National Law (s) and National Regulations (r)
3.3	N/A

### Evidence

Sustainable practices are embedded in service operations.

- The service has recycling bins for paper, glass and plastics.
- Educators turn off lights when rooms are not in use to minimise power usage.
- The service has reviewed practices to embed sustainable practice in its operations. For example the service has identified strategies to reduce impact on the environment including turning off hot water systems over the weekend.

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

- Children are supported to respect the natural world. For example, educators have encouraged children to develop an understanding and concern for the birdlife in their environment, including kookaburras and cockatoos.
- Educators encourage children to respect nature by planning the use of outdoor spaces to minimise impact on the plover birds who have built nests in playground areas.
- Children are encouraged to recycle materials and to reuse boxes in their construction and play.

Therefore this Standard is rated at Meeting NQS.

### Quality Improvement Plan notes (optional)

The service may choose to develop a sustainability plan to articulate service goals and to implement strategies for a worm farm. The service may find information from the following website useful: [www.eceen.org.au](http://www.eceen.org.au)

If significant improvement is required, record this in the summary section at the end of this form.

<b>3.3</b>	The service takes an active role in caring for its environment and contributes to a sustainable future.	<b>Meeting NQS</b>
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## Quality Area 4: Staffing arrangements

**Standard 4.1** Staffing arrangements enhance children's learning and development and ensure their safety and wellbeing.

Element	Working Towards National Quality Standard (W)	Meeting National Quality Standard (M)	Exceeding National Quality Standard (E)	Met or Not met
4.1.1	The service is working towards ensuring educator-to-child ratios and qualification requirements are maintained at all times. This does not pose an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service.	Educator-to-child ratios and qualification requirements are maintained at all times.	Educator-to-child ratios and qualification requirements are maintained at all times, and the organisation of educators contributes to a high quality learning and care environment for children.	Met

Standard	National Law (s) and National Regulations (r)
4.1	<p>s161 Offence to operate education and care service without nominated supervisor  s162 Offence to operate education and care service unless responsible person is present  s163 Offence relating to appointment or engagement of family day care co-ordinators  s164 Offence relating to assistance to family day care educators  s169 Offence relating to staffing arrangements  r119 Family day care educator and family day care educator assistant to be at least 18 years old  r120 Educators who are under 18 to be supervised  r122 Educators must be working directly with children to be included in ratios  r123 Educator to child ratios – centre-based services  r124 Number of children who can be educated and cared for – family day care educator  r126 Centre-based services – general educator qualifications  r127 Family day care educator qualifications  r128 Family day care co-ordinator qualifications  r130 Requirement for early childhood teacher – centre-based services – fewer than 25 approved places  r131 Requirement for early childhood teacher – centre-based services – 25 or more approved places but fewer than 25 children  r132 Requirement for early childhood teacher – centre-based services – 25 to 59 children  r133 Requirement for early childhood teacher – centre-based services – 60 to 80 children  r134 Requirement for early childhood teacher – centre-based services – more than 80 children  r136 First aid qualifications  r144 Family day care educator assistant  r145 Staff record  r146 Nominated supervisor  r147 Staff members  r149 Volunteers and students  r150 Responsible person  r151 Record of educators working directly with children  r152 Record of access to early childhood teachers  r153 Register of family day care educators  r154 Record of staff, family day care co-ordinators and family day care educator assistants</p> <p><b>General transitional and saving provisions</b>  r239 Centre-based service offering a preschool program in a composite class in a school  r240 Qualifications for educators - centre-based service  r241 Persons taken to hold an approved early childhood teaching qualification  r242 Persons taken to be early childhood teachers  r243 Persons taken to hold an approved diploma level education and care qualification  r244 Persons taken to hold an approved certificate III level education and care qualification  r245 Person taken to hold approved first aid qualification  r246 Anaphylaxis training  r247 Asthma management training</p>

### Evidence

Educator-to-child ratios and qualification requirements are maintained at all times.

- The service ensures that educator-to-child ratios are below 1:15.
- The responsible person is recorded for each session that the service is in operation.
- Rosters are organised to ensure that staff with current training in the management of first aid, asthma and anaphylaxis

are in attendance at all times that children are present.

- The service has access to casual staff to replace educators on planned or unplanned leave.

Therefore this Standard is rated at Meeting NQS.

#### Quality Improvement Plan notes (optional)

If significant improvement is required, record this in the summary section at the end of this form.

<b>4.1</b>	Staffing arrangements enhance children's learning and development and ensure their safety and wellbeing.	<b>Meeting NQS</b>
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## Quality Area 4: Staffing arrangements

### Standard 4.2 Educators, co-ordinators and staff members are respectful and ethical.

Element	Working Towards National Quality Standard (W)	Meeting National Quality Standard (M)	Exceeding National Quality Standard ®	Met or Not met
4.2.1	Professional standards are sometimes evident.	Professional standards guide practice, interactions and relationships.	Professional standards are embedded in practice, interactions and relationships and this promotes positive relationships, and a safe and predictable environment both for children and adults.	Met
4.2.2	Educators and staff generally work collaboratively.	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.	Educators and staff consistently demonstrate a high level of collaboration. They affirm, challenge, support and learn from each other to continually improve skills to enhance practice and relationships.	Met
4.2.3	Interactions convey recognition of each other's strengths and skills.	Interactions convey mutual respect, equity and recognition of each other's strengths and skills.	Interactions consistently demonstrate mutual respect, equity and recognition of each other's strengths and skills, promoting a positive atmosphere within the service.	Met

Standard	National Law (s) and National Regulations ®
4.2	N/A

#### Evidence

Professional standards guide practice, interactions and relationships.

- Educators are able to access copies of the service policies, national legislation and regulations at all times.
- The service provides educators with information about the learning framework.
- The United Nations Convention on the Rights of the Child is displayed in prominent places in the service for educators to view.
- Educators are given a staff handbook outlining key procedures and their responsibilities in relation to child protection.

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

- The nominated supervisor encourages educators to attend training in small groups and discuss what they have learnt to improve practice.
- Educators work collaboratively to improve relationships in the service. For example, learning experiences are organised to allow educators with opportunities to work with small groups and support children to develop their self-help skills and confidence.
- Educators are encouraged to share their knowledge of sports and support other staff to gain skills in relation to handball, soccer and basketball.
- Educators brainstorm ideas for craft or learning activities. For example, an educator suggested making lanterns to celebrate Diwali.

Interactions convey mutual respect, equity and recognition of each other's strengths and skills.

- The service recognises the skills of educators and they are encouraged to contribute their skills in the program. For example, an educator has extensive experience in coaching sports and uses their skills to promote soccer within the program.
- Educators are encouraged to use their skills from the training they undertake outside the centre to support service

practice and relationships. For example, an educator uses skills from their social work studies to support children in the service.

- The educational leader organises the program to recognise and use of the skills and strengths of individual educators. For example, staff are allocated to craft and other learning experiences in accordance with their interests and skills.
- The service has recognised the skills of an educator and is supporting them to develop their knowledge of administrative processes and to take on more responsibilities in the daily operation of the service.

Therefore this Standard is rated at Meeting NQS.

#### Quality Improvement Plan notes (optional)

If significant improvement is required, record this in the summary section at the end of this form.

<b>4.2</b>	Educators, co-ordinators and staff members are respectful and ethical.	<b>Meeting NQS</b>
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## Quality Area 5: Relationships with children

**Standard 5.1** Respectful and equitable relationships are developed and maintained with each child.

Element	Working Towards National Quality Standard (W)	Meeting National Quality Standard (M)	Exceeding National Quality Standard ®	Met or Not met
5.1.1	Interactions with children are usually warm, respectful and sometimes responsive and build trust.	Interactions with each child are warm, responsive and build trusting relationships.	Interactions with each child are consistently warm, responsive and build trusting relationships that promote children's sense of security and belonging.	Met
5.1.2	Children are usually able to engage with educators in meaningful and open interactions.	Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.	Every child is consistently encouraged and supported to engage with educators in meaningful, open interactions that enhance the acquisition of skills for life and learning.	Met
5.1.3	Children are usually helped to feel secure, confident and included.	Each child is supported to feel secure, confident and included.	Each child is consistently included and involved in the program and displays confidence and security.	Met

**Standard** **National Law (s) and National Regulations ®**

5.1 N/A

### Evidence

Interactions with each child are warm, responsive and build trusting relationships.

- Educators greet children on arrival by name and encourage children to make choices and settle into play or routines.
- Mealtimes are relaxed and unhurried and educators use these times to engage with children in sustained discussions.
- Interactions between educators and children are playful and positive. For example, children and educators laugh together while engaging in games.
- Educators listen to children and support them to share their ideas to develop trusting relationships.
- Educators sit and engage in play with children and support them to engage in play and build relationships with their peers. For example, educators invite children to join peers in card games or in exploring maps.

In addition:

- Educators are consistently responsive to children and promote children's sense of security when they are anxious. For example, an educator supported a child to feel safe when they were worried about a storm.

Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.

- Educators frequently engage in playful discussions with children. For example, children looked at maps and asked educators the capitals of different countries.
- Children are supported to develop their interest in popular media, including cartoon characters and to create their own versions of these figures and articulate their ideas.
- There are impromptu interactions initiated by children that educators use to support children to develop their own skills. For example, a child talked about whistling and an educator spent time with the child exploring the sound they could make with their lips.

In addition:

- Team games are used to support children to develop an understanding of fairness and equity in play and to encourage children to develop their own understanding of rules.
- Discussions between educators and children are consistently rich and sustained, following the interests and experiences of the children. For example, a conversation about spiders and their homes developed into an in-depth discussion of children's own homes and heritages.

Each child is supported to feel secure, confident and included

- Educators ensure that each child is greeted and that they are supported to enter play.
- Educators sit and listen intently to children. For example, an educator sat with a child and explored a picture book and supported the child to engage with other children in the activity.
- Children's artwork is displayed respectfully for children to view at their levels.

In addition:

- Children are consistently supported to make choices that support their own interests and learning. For example, children are familiar with the resources available and able to access equipment to develop their own interests.

Therefore this Standard is rated at Exceeding NQS.

#### Quality Improvement Plan notes (optional)

If significant improvement is required, record this in the summary section at the end of this form.

5.1	Respectful and equitable relationships are developed and maintained with each child.	Exceeding NQS
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## Quality Area 5: Relationships with children

**Standard 5.2** Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.

Element	Working Towards National Quality Standard (W)	Meeting National Quality Standard (M)	Exceeding National Quality Standard *	Met or Not met
5.2.1	Children are supported to work with others.	Each child is supported to work with, learn from and help others through collaborative learning opportunities.	Collaborative learning opportunities are effectively facilitated and every child is consistently supported to work with, learn from and help others.*	Met
5.2.2	Children are usually supported to manage their own behaviour and respond to others.	Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.	Each child is consistently encouraged and supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.	Met
5.2.3	The service is working towards ensuring the dignity and rights of every child are maintained at all times. This does not pose an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service.	The dignity and rights of every child are maintained at all times.	The dignity and rights of every child are consistently supported and promoted at all times.	Met

Standard	National Law (s) and National Regulations *
5.2	s166 Offence to use inappropriate discipline r155 Interactions with children r156 Relationships in groups

Evidence
<p>Each child is supported to work with, learn from and help others through collaborative learning opportunities.</p> <ul style="list-style-type: none"> <li>Educators plan the program to provide children with opportunities to engage with their peers in play that builds on their relationships with others. For example, a variety of attractive board games are provided to encourage children to work with and learn from their peers.</li> <li>Educators support children to engage in collaborative play with others. For example, a child was playing a card game with an educator and another child was encouraged to join them.</li> <li>Educators support children to explore their own ideas and work with others collaboratively. For example, a group of children took Lego figurines outdoors to develop their own ideas for role play.</li> </ul> <p>In addition:</p> <ul style="list-style-type: none"> <li>Opportunities are effectively facilitated to support every child to work with and learn from others. For example, an educator was supervising a spinning paint art experiences and encouraged children to watch the patterns emerging and to talk to their peers about the effects they wanted to create.</li> <li>Educators consistently support each child to engage with other and learn through collaborative play. For example, educators provided children with space and resources to explore their ideas about ramps and used miniature skateboards to develop their own theories through trial-and-error.</li> </ul> <p>Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.</p> <ul style="list-style-type: none"> <li>The service has policies procedures in relation to the management of behaviours, including managing bullying.</li> <li>Educators model turn-taking and other behaviours with children.</li> </ul>

- Educators provide sensory activities to support children by encouraging them to be relaxed and calm and to engage appropriately in play.
- Some strategies are documented and shared with educators to support children with additional needs, although these are not reviewed on a regular basis.

The dignity and rights of every child are maintained at all times.

- The United Nations Convention on the Rights of the Child is displayed prominently in plain English for educators and children to view.
- Educators consistently respond to children's ideas and validate their right to make their own decisions.
- Educators consistently encourage children to make their own choices in play and in routines, including eating.
- Children's rights and responsibilities are stated in the service policies and family handbook.

In addition:

- Educators are able to explain the United Nation Convention on the Rights of the Child and how this relates to their work and to children having the right to make choices and be safe and nurtured.
- Educators consistently give children reasons for their decisions and explain if there are safety issues involved. For example, a child wanted to take a project home that had been baked at a high temperature and the educator calmly explained the risks and negotiated with the child about taking the work home on another day.

Therefore this Standard is rated at Meeting NQS.

#### Quality Improvement Plan notes (optional)

If significant improvement is required, record this in the summary section at the end of this form.

5.2	Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.	Meeting NQS
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## Quality Area 6: Collaborative partnerships with families and communities

### Standard 6.1 Respectful supportive relationships with families are developed and maintained.

Element	Working Towards National Quality Standard (W)	Meeting National Quality Standard (M)	Exceeding National Quality Standard <sup>®</sup>	Met or Not met
6.1.1	An enrolment and orientation process is available to families.	There is an effective enrolment and orientation process for families.	There is an effective enrolment and orientation process based on active communication, consultation and collaboration with families that supports all families.	Met
6.1.2	Families have some opportunities to be involved in service decisions.	Families have opportunities to be involved in the service and contribute to service decisions.	Families are offered a range of opportunities to be actively involved and are encouraged to significantly contribute to service decisions.	Met
6.1.3	Some information about the service is available.	Current information about the service is available to families.	Comprehensive and current information about the service is provided to families in an accessible format.	Met

#### Standard National Law (s) and National Regulations<sup>®</sup>

6.1 r157 Access for parents

#### Evidence

There is an effective enrolment and orientation process for families.

- Information about the service is available for families on a website.
- Families have opportunities to visit and have a tour of the service.
- The service provides families with a handbook that includes information about key procedures including changing bookings, making a complaint and confidentiality provisions.

Families have opportunities to be involved in the service and contribute to service decisions.

- Families have opportunities to be involved in the service through the management committee.
- Families are encouraged to engage in fundraising to support the service.
- Some families are involved in the review of policies.
- Families are informed that policy changes have occurred and are able to access current policies.
- Information from families is used to review the menu.

Current information about the service is available to families.

- The service provides families with information about the service on a website.
- The family handbook is reviewed annually.
- Families are able to access the service philosophy and policies at the service or via a website.

Therefore this Standard is rated at Meeting NQS.

#### Quality Improvement Plan notes (optional)

If significant improvement is required, record this in the summary section at the end of this form.

**6.1** Respectful supportive relationships with families are developed and maintained. **Meeting NQS**

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

<b>Standard 6.2</b> Families are supported in their parenting role and their values and beliefs about child rearing are respected.				
Element	Working Towards National Quality Standard (W)	Meeting National Quality Standard (M)	Exceeding National Quality Standard ®	Met or Not met
6.2.1	The expertise of families is acknowledged.	The expertise of families is recognised and they share in decision-making about their child's learning and wellbeing.	The expertise of families is actively sought and valued and they have the opportunity to share in decision-making about their child's learning and wellbeing and contribute to the service program.	Met
6.2.2	Some information about community services is available to families.	Current information is available to families about community services and resources to support parenting and family wellbeing.	Current information about community services and resources is provided in a variety of accessible forms to all families to support parenting and family wellbeing.	Met
<b>Standard</b>	<b>National Law (s) and National Regulations ®</b>			
6.2	N/A			
<b>Evidence</b>				
<p>The expertise of families is acknowledged</p> <ul style="list-style-type: none"> <li>Families are able to discuss their child's routines or dietary requirements with educators.</li> <li>Educators listen to parents comments about their weekends or about activities that their child enjoys.</li> <li>Families are encouraged to contribute their skills and expertise by planning building improvements .</li> </ul> <p>Current information is available to families about community services and resources to support parenting and family wellbeing.</p> <ul style="list-style-type: none"> <li>Information about community services and resources is displayed at the entry to the service, including information on parenting from Triple P.</li> <li>The service provides families with information about children's health from Staying Healthy (5<sup>th</sup> edn).</li> <li>Information is available to families regarding safety in the home or while travelling in the car, including information from Kidsafe.</li> <li>The service website provides families with links to services that provide information to support parenting and family wellbeing, including the Raising Children Network.</li> </ul> <p>Therefore this Standard is rated at Meeting NQS.</p>				
<b>Quality Improvement Plan notes (optional)</b>				
The service may implement systems to gather information from all families about their child's interests or experiences outside the service.				
If significant improvement is required, record this in the summary section at the end of this form.				
<b>6.2</b>	Families are supported in their parenting role and their values and beliefs about child rearing are respected.			<b>Meeting NQS</b>

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

**Standard 6.3** The service collaborates with other organisations and service providers to enhance children's learning and wellbeing.

Element	Working Towards National Quality Standard (W)	Meeting National Quality Standard (M)	Exceeding National Quality Standard ®	Met or Not met
6.3.1	Some information from relevant community and support agencies is sourced.	Links with relevant community and support agencies are established and maintained.	Links with relevant community and support agencies are well established and maintained consistently.	Met
6.3.2	Learning and transitions for children are sometimes supported.	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.	Continuity of learning and transitions for each child are systematically promoted by sharing relevant information, clarifying responsibilities and building collaborative strategies with relevant stakeholders.	Met
6.3.3	There is some access to inclusion and support assistance.	Access to inclusion and support assistance is facilitated.	Inclusion and support assistance is consistently facilitated, ensuring each child is able to participate fully in the program.	Met
6.3.4	The service has some involvement in their local community.	The service builds relationships and engages with their local community.	The service establishes effective relationships and actively engages with their local community.	Met

Standard	National Law (s) and National Regulations ®
6.3	N/A

Evidence
<p>Links with relevant community and support agencies are established and maintained.</p> <ul style="list-style-type: none"> <li>The service has established a relationship with sporting groups in their community to promote active play.</li> <li>The service has established and maintained links with the local school and their services to support children and families.</li> <li>The service gathers and maintains information from community and support groups to support families.</li> <li>The service has maintained links with the KU Inclusion Agency.</li> </ul> <p>Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.</p> <ul style="list-style-type: none"> <li>The service has processes to support the continuity of transition between the school and the service. For example, educators collect kindergarten children from their classrooms to attend outside-of-school-hours care.</li> <li>The service has developed a relationship with the local school to support children in relation to their care and toileting needs.</li> <li>Educators present information about the service at school orientation events.</li> </ul> <p>Access to inclusion and support assistance is facilitated.</p> <ul style="list-style-type: none"> <li>The service uses the KU Inclusion Agency to support children with identified needs.</li> <li>An autism support group provides information to the service.</li> <li>The service has a list of some strategies to support children with additional needs, although this information is not regularly updated.</li> </ul> <p>The service builds relationships and engages with their local community.</p> <ul style="list-style-type: none"> <li>The service has made contact with the local council regarding recycling practices over the past few months and used</li> </ul>

this information to implement sustainable practices.

- The service communicates with local schools and families and provides information about their vacation care service.
- The service communicates with sporting groups. For example, the service has contacted local netball and soccer coaches regarding activities for physical play.
- The service has developed links with local businesses and services to utilise as part of the program, including the vacation care program.

Therefore this Standard is rated at Meeting NQS.

#### Quality Improvement Plan notes (optional)

The service may implement plans provided by their inclusion team to identify strategies to ensure the service is able to support children with a range of additional needs.

If significant improvement is required, record this in the summary section at the end of this form.

6.3	The service collaborates with other organisations and service providers to enhance children's learning and wellbeing.	Meeting NQS
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## Quality Area 7: Leadership and service management

**Standard 7.1** Effective leadership promotes a positive organisational culture and builds a professional learning community.

Element	Working Towards National Quality Standard (W)	Meeting National Quality Standard (M)	Exceeding National Quality Standard ®	Met or Not met
7.1.1	The service is working towards ensuring appropriate governance arrangements are in place to manage the service. This does not pose an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service.	Appropriate governance arrangements are in place to manage the service.	Well-established governance arrangements, which are regularly reviewed, contribute to the effective management of the service.	Met
7.1.2	Procedures for the induction of educators, co-ordinators and staff are in place.	The induction of educators, co-ordinators and staff members is comprehensive.	The induction of educators, co-ordinators and staff is comprehensive and contributes to sustained quality relationships and environments that facilitate children's learning and development.	Met
7.1.3	Some efforts are made to maintain continuity of educators and co-ordinators at the service.	Every effort is made to promote continuity of educators and co-ordinators at the service.	Effective processes are in place to consistently achieve continuity of educators and co-ordinators resulting in the establishment and maintenance of secure relationships with children.	Met
7.1.4	Provision is made to ensure a suitably qualified educator or co-ordinator leads the development of the curriculum.	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.	A suitably qualified and experienced educator or co-ordinator consistently leads the effective development of the curriculum, and ensures the establishment of clear goals and high expectations for teaching and learning.	Met
7.1.5	N/A	Adults working with children and those engaged in management of the service or residing on the premises are fit and proper.	N/A	Met

Standard	National Law (s) and National Regulations ®
7.1	r118 Educational leader r148 Educational leader r163 Residents at family day care residence and family day care educator assistants to be fit and proper persons r181 Confidentiality of records kept by approved provider r182 Confidentiality of records kept by family day care educator r183 Storage of records and other documents r184 Storage of records after service approval transferred

### Evidence

Appropriate governance arrangements are in place to manage the service.

- The service has a management committee and meetings are conducted by management and staff to support the operation of the service.
- Information about the management and staff of the service are available at the service and on their website.

- The service has policies regarding the confidentiality of records.
- The service uses a consultative organisation to support the operation of the service and advise the parent management committee of their roles and responsibilities.

The induction of educators and staff members is comprehensive.

- New educators are given a copy of the staff handbook.
- The staff handbook was reviewed in the past year.
- New staff are supported by an experienced educator to follow the service procedures and to become familiar with children and families.
- The induction process includes providing information about responsibilities in relation to child protection.

Every effort is made to promote continuity of educators at the service.

- Rosters are reviewed to provide a work/life balance. For example, the service provides educators with opportunities to change their working hours to accommodate their study and training commitments.
- A list of casual staff is maintained to support continuity when an educator is on leave.

Provision is made to ensure a suitably qualified and experienced educator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning.

- The educational leader has a diploma-level qualification and is an experienced educator.
- The educational leader supports other educators to critically reflect on their interactions with children.
- The educational leader has prepared brief overviews of the framework and displayed these for educators to view.
- The educational leader has informal meetings with educators about the program and to develop clear expectations for teaching and learning.
- The program has been reviewed by the educational leader and amended to provide information in a clearer format for educators and children.

Adults working with children and those engaged in management of the service or residing on the premises are fit and proper.

- Working with children checks are kept for all staff and available at the service.

Therefore this Standard is rated at Meeting NQS.

#### Quality Improvement Plan notes (optional)

The service may develop a system to ensure that the induction is consistent for all educators.

If significant improvement is required, record this in the summary section at the end of this form.

7.1	Effective leadership promotes a positive organisational culture and builds a professional learning community.	Meeting NQS
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## Quality Area 7: Leadership and service management

### Standard 7.2 There is a commitment to continuous improvement.

Element	Working Towards National Quality Standard (W)	Meeting National Quality Standard (M)	Exceeding National Quality Standard (E)	Met or Not met
7.2.1	A statement of philosophy is developed and sometimes guides the service's operations.	A statement of philosophy is developed and guides all aspects of the service's operations.	A statement of philosophy is regularly reviewed by educators and staff and is consistently evident in all aspects of the service's operations.	Met
7.2.2	The performance of educators, co-ordinators and staff members is sometimes evaluated.	The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement.	Regular evaluation of the performance of educators, co-ordinators and staff members leads to individual development plans that provide a focus for continuous performance improvement.	Not met
7.2.3	Some self-assessment occurs and a quality improvement plan is in place.	An effective self-assessment and quality improvement process is in place.	All educators, co-ordinators, staff members, and where possible, families and children contribute to an effective self-assessment and quality improvement process that promotes ongoing service improvement.	Met

Standard	National Law (s) and National Regulations (r)
7.2	r31 Condition on service approval - quality improvement plan r55 Quality improvement plans r56 Review and revisions of quality improvement plans  <b>General transitional and saving provisions</b> r238 Quality improvement plans

Evidence
<p>A statement of philosophy is developed and guides all aspects of the service's operations.</p> <ul style="list-style-type: none"> <li>The statement of philosophy places an emphasis on providing a positive and happy environment for children.</li> <li>The service has a philosophy which is provided to educators and families.</li> <li>The management committee has reviewed the philosophy in the past year.</li> <li>The philosophy guides educators in decision-making. For example, the service supports family dietary and cultural preferences and this is reflected in the menu plan.</li> </ul> <p>The performance of educators and staff members is sometimes evaluated.</p> <ul style="list-style-type: none"> <li>The nominated supervisor talks to educators about their performance.</li> <li>Service practice is discussed at staff meetings.</li> </ul> <p>However:</p> <ul style="list-style-type: none"> <li>The service has commenced processes to evaluate the performance of staff and to develop individual plans in the past month, although this is not in place for all educators.</li> </ul> <p>An effective self-assessment and quality improvement process is in place.</p> <ul style="list-style-type: none"> <li>The QIP has been reviewed by the nominated supervisor and management committee.</li> <li>The nominated supervisor reviews the QIP and documents any changes.</li> <li>The QIP is discussed at staff meetings.</li> </ul> <p>Therefore this Standard is rated at Working towards NQS.</p>

Quality Improvement Plan notes (optional)
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The service may implement plans to involve all families in the review of the philosophy and to ensure that the learning framework is reflected.

The service may complete the implementation of individual development plans for all educators.

If significant improvement is required, record this in the summary section at the end of this form.

**7.2**

There is a commitment to continuous improvement.

**Working towards NQS**

## Quality Area 7: Leadership and service management

### Standard 7.3 Administrative systems enable the effective management of a quality service.

Element	Working Towards National Quality Standard (W)	Meeting National Quality Standard (M)	Exceeding National Quality Standard (E)	Met or Not met
7.3.1	The service is working towards ensuring records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements. This does not pose an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service.	Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements.	Records and information are regularly reviewed, stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements.	Met
7.3.2	Administrative systems are in place to facilitate service operation.	Administrative systems are established and maintained to ensure the effective operation of the service.	Well-managed administrative systems ensure effective operation of the service and contribute to continuous service improvement.	Met
7.3.3	N/A	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.	N/A	Met
7.3.4	Basic processes are in place to investigate and respond to grievances and complaints.	Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner.	Effective practice and consultation processes minimise escalation of grievances and complaints. Any grievances and complaints are actively addressed, investigated fairly, resolved and documented in a timely manner. Action taken by the service contributes to continuous improvement.	Met
7.3.5	Some service practices are based on documented policies and procedures that are available at the service.	Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.	Service practices are based on effectively documented policies and procedures that are readily available at the service and reviewed and evaluated regularly in partnership with educators, co-ordinators, staff members and families.	Met
Standard	National Law (s) and National Regulations (r)			
7.3	s172 Offence to fail to display prescribed information s173 Offence to fail to notify certain circumstances to Regulatory Authority s174 Offence to fail to notify certain information to Regulatory Authority s175 Offence relating to requirement to keep enrolment and other documents r158 Children's attendance record to be kept by approved provider r159 Children's attendance record to be kept by family day care educator r160 Child enrolment records to be kept by approved provider and family day care educator r161 Authorisations to be kept in enrolment record r162 Health information to be kept in enrolment record			

r165	Record of visitors
r166	Children not to be alone with visitors
r167	Record of service's compliance
r168	Education and care service must have policies and procedures
r169	Additional policies and procedures – family day care service
r170	Policies and procedures to be followed
r171	Policies and procedures to be kept available
r172	Notification of change to policies or procedures
r173	Prescribed information to be displayed
r177	Prescribed enrolment and other documents to be kept by approved provider
r178	Prescribed enrolment and other documents to be kept by family day care educator
r180	Evidence of prescribed insurance
r181	Confidentiality of records kept by approved provider
r182	Confidentiality of records kept by family day care educator
r183	Storage of records and other documents
r185	Law and regulations to be available

### Evidence

Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements.

- The service has systems in place to store information confidentially.
- Electronic systems are used to maintain attendance and other records.
- All information is displayed as required by national regulations.

Administrative systems are established and maintained to ensure the effective operation of the service.

- Systems are in place for the communication of information and fees to families.
- The service has a website for families to use to make bookings or change their enrolment details.
- Families are able to use electronic media to access information about policies and events at the service.

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.

- The service policies include reporting complaints regarding the safety or wellbeing of a child or serious incidents.
- Copies of the relevant forms for reporting complaints are available to educators.
- The nominated supervisor is aware of their responsibilities and processes for notifying the regulatory authorities.

Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner

- Complaints or concerns from families are documented.
- The nominated supervisor and the management committee are available to discuss complaints or grievances with families or educators.
- A feedback sheet is available for families to provide information regarding the service.

Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.

- Key policy changes are discussed with staff, including the supervision policy.
- New educators are informed about relevant procedures as part of their induction process.
- Educators are able to articulate the service policies regarding the release of children to authorised persons and child protection.

Therefore this Standard is rated at Meeting NQS.

### Quality Improvement Plan notes (optional)

If significant improvement is required, record this in the summary section at the end of this form.

7.3	Administrative systems enable the effective management of a quality service.	Meeting NQS
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# Quality area rating summary table

## Quality Area 1

QA1		Educational program and practice	
<a href="#">1.1</a>		An approved learning framework informs the development of a curriculum that enhances each child's learning and development.	
		Element	Met or Not met
1.1.1	Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.		Met
1.1.2	Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.		Met
1.1.3	The program, including routines, is organised in ways that maximise opportunities for each child's learning.		Met
1.1.4	The documentation about each child's program and progress is available to families.		Not met
1.1.5	Every child is supported to participate in the program.		Met
1.1.6	Each child's agency is promoted, enabling them to make choices and decisions and influence events and their world.		Met
		1.1	Working towards NQS
<a href="#">1.2</a>		Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.	
		Element	Met or Not met
1.2.1	Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.		Not met
1.2.2	Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.		Met
1.2.3	Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.		Met
		1.2	Working towards NQS
		Was there evidence that the education program being delivered is not based on the developmental needs, interests and experiences of each child and this poses an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service?	
		Quality Area 1 rating	
		W	

## Quality Area 2

QA2	Children's health and safety	
<b>2.1</b>	<b>Each child's health is promoted</b>	
	Element	Met or Not met
2.1.1	Each child's health needs are supported.	Met
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.	Met
2.1.3	Effective hygiene practices are promoted and implemented.	Met
2.1.4	Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines.	Met
<b>2.1</b>		<b>Meeting NQS</b>
<b>2.2</b>	<b>Healthy eating and physical activity are embedded in the program for children.</b>	
	Element	Met or Not met
2.2.1	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.	Met
2.2.2	Physical activity is promoted through planned and spontaneous experiences and is appropriate for each	Met
<b>2.2</b>		<b>Meeting NQS</b>
<b>2.3</b>	<b>Each child is protected.</b>	
	Element	Met or Not met
2.3.1	Children are adequately supervised at all times.	Met
2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.	Met
2.3.3	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.	Met
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.	Met
<b>2.3</b>		<b>Meeting NQS</b>
<b>Was there evidence that</b> practices and procedures pose an unacceptable risk to the safety, health and wellbeing of any child or children being educated and cared for by the service for any of the areas: adequate supervision, or taking every reasonable precaution to protect children from harm and hazards, or health and hygiene, or food handling and food preparation, or safe drinking water and food, or the environment is tobacco, drug and alcohol free, or preventing the spread of infectious disease, or managing children's medical conditions, or administering medications, or managing emergencies, or managing excursions, or collection of children from the service.		
<b>Quality Area 2 rating</b>		<b>M</b>

## Quality Area 3

QA3	Physical environment		
<a href="#">3.1</a>	The design and location of the premises is appropriate for the operation of a service.		
	Element		Met or Not met
3.1.1	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.		Met
3.1.2	Premises, furniture and equipment are safe, clean and well maintained.		Met
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.		Met
		3.1	Meeting NQS
3.2	The environment is inclusive, promotes competence, independent exploration and learning through play.		
	Element		Met or Not met
3.2.1	Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.		Met
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.		Met
		3.2	Meeting NQS
3.3	The service takes an active role in caring for its environment and contributes to a sustainable future.		
	Element		Met or Not met
3.3.1	Sustainable practices are embedded in service operations.		Met
3.3.2	Children are supported to become environmentally responsible and show respect for the environment.		Met
		3.3	Meeting NQS
		<p><b>Was there evidence that</b> there is systematic and ongoing failure to ensure that:  the premises (including outdoor play spaces), furniture or equipment are safe and in good repair, or  there is sufficient furniture, materials and developmentally appropriate equipment for each child, or  indoor or outdoor space requirements are met  <b>and</b> this failure poses an unacceptable risk to the safety, health or wellbeing of any child or children being  educated and cared for by the service.</p>	
Quality Area 3 rating			M

## Quality Area 4

<b>QA4</b>	<b>Staffing arrangements</b>		
<b>4.1</b>	<b>Staffing arrangements enhance children's learning and development and ensure their safety and wellbeing.</b>		
	<b>Element</b>		<b>Met or Not met</b>
4.1.1	Educator-to-child ratios and qualification requirements are maintained at all times.		Met
		<b>4.1</b>	<b>Meeting NQS</b>
<b>4.2</b>	<b>Educators, co-ordinators and staff members are respectful and ethical.</b>		
	<b>Element</b>		<b>Met or Not met</b>
4.2.1	Professional standards guide practice, interactions and relationships.		Met
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.		Met
4.2.3	Interactions convey mutual respect, equity and recognition of each other's strengths and skills.		Met
		<b>4.2</b>	<b>Meeting NQS</b>
<b>Was there evidence that there is:</b> 1. systematic and ongoing failure to meet staffing arrangements (educator-to-child ratios and qualification requirements), or 2. behaviour, interactions or lack of collaboration between staff members leads to unprofessional practice <b>and</b> this poses an unacceptable risk to the safety, health or wellbeing of any child or children being educated and care for by the service.			
<b>Quality Area 4 rating</b>			<b>M</b>

## Quality Area 5

QA5	Relationships with children		
<a href="#">5.1</a>	Respectful and equitable relationships are developed and maintained with each child.		
	Element		Met or Not met
5.1.1	Interactions with each child are warm, responsive and build trusting relationships.		Met
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.		Met
5.1.3	Each child is supported to feel secure, confident and included.		Met
5.1		Exceeding NQS	
5.2	Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.		
	Element		Met or Not met
5.2.1	Each child is supported to work with, learn from and help others through collaborative learning opportunities.		Met
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.		Met
5.2.3	The dignity and rights of every child are maintained at all times.		Met
5.2		Meeting NQS	
<b>Was there evidence that</b> relationships with children do not maintain the dignity and rights of every child and: 1. there is inappropriate use of discipline (corporal punishment or discipline that is unreasonable in the circumstance), or 2. do not have regard for each child’s family, cultural values, age, intellectual or physical development, or 3. there is an absence of positive guidance, or 4. there is an absence of equitable opportunities for children to interact and develop <b>and</b> this poses an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service.			
Quality Area 5 rating			M

## Quality Area 6

<b>QA6</b>	<b>Collaborative partnerships with families and communities</b>		
<b>6.1</b>	<b>Respectful supportive relationships with families are developed and maintained.</b>		
	<b>Element</b>		<b>Met or Not met</b>
6.1.1	There is an effective enrolment and orientation process for families.		Met
6.1.2	Families have opportunities to be involved in the service and contribute to service decisions.		Met
6.1.3	Current information about the service is available to families.		Met
		<b>6.1</b>	<b>Meeting NQS</b>
<b>6.2</b>	<b>Families are supported in their parenting role and their values and beliefs about child rearing are respected.</b>		
	<b>Element</b>		<b>Met or Not met</b>
6.2.1	The expertise of families is recognised and they share in decision making about their child's learning and wellbeing.		Met
6.2.2	Current information is available to families about community services and resources to support parenting and family wellbeing.		Met
		<b>6.2</b>	<b>Meeting NQS</b>
<b>6.3</b>	<b>The service collaborates with other organisations and service providers to enhance children's learning and wellbeing.</b>		
	<b>Element</b>		<b>Met or Not met</b>
6.3.1	Links with relevant community and support agencies are established and maintained.		Met
6.3.2	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.		Met
6.3.3	Access to inclusion and support assistance is facilitated.		Met
6.3.4	The service builds relationships and engages with their local community.		Met
		<b>6.3</b>	<b>Meeting NQS</b>
<b>Was there evidence that</b> the role of parents and families is not respected and supported due to a failure to: <ol style="list-style-type: none"> <li>1. provide adequate information to families about the child or the service, or</li> <li>2. ensure that a parent has access to their child, or</li> <li>3. have adequate enrolment procedures and records (health, needs, abilities)</li> </ol> <b>and this poses an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service.</b>			
<b>Quality Area 6 rating</b>			<b>M</b>

## Quality Area 7

QA7	Leadership and service management	
<b>7.1</b>	<b>Effective leadership promotes a positive organisational culture and builds a professional learning community.</b>	
	Element	Met or Not met
7.1.1	Appropriate governance arrangements are in place to manage the service.	Met
7.1.2	The induction of educators, co-ordinators and staff members is comprehensive.	Met
7.1.3	Every effort is made to promote continuity of educators and co-ordinators at the service.	Met
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.	Met
7.1.5	Adults working with children and those engaged in management of the service or residing on the premises are fit and proper.	Met
7.1		<b>Meeting NQS</b>
<b>7.2</b>	<b>There is a commitment to continuous improvement.</b>	
	Element	Met or Not met
7.2.1	A statement of philosophy is developed and guides all aspects of the service's operations.	Met
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.	Not met
7.2.3	An effective self-assessment and quality improvement process is in place.	Met
7.2		<b>Working towards NQS</b>
<b>7.3</b>	<b>Administrative systems enable the effective management of a quality service.</b>	
	Element	Met or Not met
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.	Met
7.3.2	Administrative systems are established and maintained to ensure the effective operation of the service.	Met
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.	Met
7.3.4	Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner.	Met
7.3.5	Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.	Met
7.3		<b>Meeting NQS</b>
<b>Was there evidence that:</b> <ol style="list-style-type: none"> <li>there are serious concerns about the fitness and propriety of the approved provider and processes for ensuring that staff, primary nominee and co-ordinators are fit and proper, or</li> <li>the approved provider has breached a condition on the service approval which poses an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service, or</li> <li>the Regulatory Authority is not satisfied that the service is being operated in compliance with the Law and poses an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service, or</li> <li>there is systematic and ongoing failure to: <ol style="list-style-type: none"> <li>address grievances and complaints, or</li> <li>requirements regarding policies and procedures, or</li> <li>requirements regarding information and record keeping, or</li> <li>notify the Regulatory Authority of relevant changes to the operation of the service, serious incidents and any complaints which allege a breach of the Law</li> </ol> </li> </ol> <b>and any of a to d (of the above) poses an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service.</b>		
Quality Area 7 rating		<b>W</b>

## Overall rating

Quality Area rating		
QA 1	Educational program and practice	Working Towards National Quality Standard (W)
QA 2	Children's health and safety	Meeting National Quality Standard (M)
QA 3	Physical environment	Meeting National Quality Standard (M)
QA 4	Staffing arrangements	Meeting National Quality Standard (M)
QA 5	Relationships with children	Meeting National Quality Standard (M)
QA 6	Collaborative partnerships with families and communities	Meeting National Quality Standard (M)
QA 7	Leadership and service management	Working Towards National Quality Standard (W)
<b>Overall rating</b>		<b>Working Towards National Quality Standard (W)</b>

## Summary comments

Your service is acknowledged for its efforts to provide quality outcomes for children. The achievements in relationships with children and health and safety are commended. It is recommended that the Quality Improvement Planning Notes throughout this report be used to update your service's Quality Improvement Plan and to prioritise plans for meeting the National Quality Standard. In particular, plan for enhanced outcomes in the areas of service management and involving families in decision making.