



Australian Children's
Education & Care
Quality Authority

Appendix 2: Quality Improvement Plan template

OCTOBER 2011



Service details

Service name	Service approval number
Ascot Park Kindergarten	SE - 00010141
Primary contact at service	
Glenda Fletcher	
Physical location of service	Physical location contact details
Street: 630 Marion Road Suburb: Park Holme State/territory: South Australia Postcode:5043	Telephone: 8276 6810 Mobile: 0410 769 017 Fax: 8277 8691 Email: kindy.director@ascotpkgn.sa.edu.au
Approved Provider: Department for Education and Child Development	Nominated Supervisor: Ms Glenda Fletcher
Primary contact: Ms Trish Strachan Telephone: Mobile: Fax: Email: decscustomers@sa.gov.au	Name: Glenda Mae Fletcher Telephone: 83882058 Mobile: 0410 769 017 Fax: 82778691 Email:kindy.director@ascotpkgn.sa.edu.au
Postal address (if different to physical location of service)	
Street: Suburb: State/territory: Postcode:	

Operating hours

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

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

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

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

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time		9:00 12:00	9:00 12:00	9:00	9:00		
Closing time		12:00 15:00	12:00 15:00	12:00	12:00		

Additional information about your service

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

Ascot Park Kindergarten is located on the corner of Nunyah Ave and Marion Road. Street parking and access is via Nunyah Ave.

Children regularly visit the Ascot Primary School gym each Tuesday from 9:15 returning by 10:20.

Our terms follow the school terms Term 3 from 16th July to 21st September, Term 4 from 8th October to 14th December.

The following dates have previous appointments, Leaders Conference Friday 26th October, Early Childhood meeting Wednesday 31st October, Site Closure day Tuesday 16th October, Training day- Thursday November 15th.

How are the children grouped at your service?

There are 15 hours of pre-school and 4year old children attend up to the maximum of 2 ½ days.

3 year old Aboriginal children attend 4 sessions per week.

Capacity permitting, there can be Early Entry and Pre-entry children attending 1 or 2 sessions per week.

An extra session for a Friday morning is a possibility in the near future under an Improving Attendance grant. This is due to begin in Week 5 2012 and will be primarily for pre-entry, early entry and some children that may be able to make up a session from earlier in the week if they are absent. Play group also attends on a Friday morning.

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

Nominated Supervisor Glenda Fletcher

For family day care services, indicate the number of educators currently registered in the service and attach a list of the educators and their addresses.

No. of educators:

Service statement of philosophy

Please insert your service's statement of philosophy here.

Vision Statement

Our vision for Ascot Park Kindergarten is to provide a quality educational programme, meeting the needs of children, families and the wider community through a commitment to excellence in teaching and learning.

Play statement

We have an Early Years Learning Framework that has been developed nationally with input from early childhood educators, early childhood academics and the Australian and State and Territory Governments.

“All children have the best start in life to create a better future for themselves and for the nation.”

At our Kindergarten we understand the importance of:

- Children learning through play
- Safe and secure learning environments
- Fostering children's confidence and self esteem
- Developing personal and intellectual qualities through life
- Building partnerships with parents
- Creating collaborative individuals

Values

Respect: Optimism: Excellence: Integrity: Cooperation: Responsibility: Persistence: Fairness.



A large, empty rectangular box with a thin blue border, intended for content.

Quality Area 1: Educational program and practice

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

Quality Area 1: Standards and elements

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

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

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

Quality Improvement Plan for QA1

Summary of strengths for QA1

Strengths
<p>Fortnightly planning involving the Early Years Learning Framework follows a process including</p> <ul style="list-style-type: none"> -celebration of children’s successes and emerging interests -some reflection of individual needs and some group needs of children -suggested preparations for the environment and experiences for children’s engagement and scaffolding <p>Assessment processes include photos, learning stories and anecdotal comments.</p> <p>Children are involved in some reflection and documenting of their voice.</p> <p>Parents are able to view displays and individual folders that include photos and children’s work.</p> <p>Staff share conversations with parents informally and at interview to develop ILP’s for each child.</p> <p>The Summative report reflects the Early Years Learning Framework and becomes an individual record of each child’s year at kindergarten and is</p>

shared with families and their school.

Key improvements sought for QA1

Standard/element [number]	[1.1 An approved learning framework informs the development of a curriculum that enhances each child's learning and development	
	Identified issue	We have had some training for Reflect Respect Relate from the region and have practised some internal scenarios but have not fully implemented the process. We need to increase our samples of video to have a more accurate picture of involvement. As we have had a new teacher each term this year, we need to revisit training in RRR.
Standard/element [number]	1.1.3. The program, including routines, is organised in ways that maximise opportunities for each child's learning.	
	Identified issue	We have increased complexity in the particular needs of our group and would like to explore ways of grouping children for learning experiences. Within our context we have bilingual children, children presenting with special needs including autism, PDDNOS, specific health needs, hearing, speech and language. We have 3 year old aboriginal children attending. There are also children developing self regulation within the preschool context.
Standard/element [number]	1.1.4. The documentation about each child's program and progress is available to families.	
	Identified issue	Children's progress is documented through learning stories and they are displayed and incorporated in the children's folders. We need to ensure all parents view their work and Governing Council has suggested an evening where parents can do this. We would also like to encourage parent voice in children's learning and reporting.

Improvement Plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1.1.1.	To ascertain the level of children's engagement using the RRR involvement scales.	M	Staff training in RRR Determined effort in video footage following procedure. Review the footage to determine our site scale.	Staff confidence in RRR. There is ample video footage to review children's engagement Staff reflect on outcome.	Term 3	This had been planned for term 2 and we spent ½ day training but now have a new teacher who requires Knowledge of RRR.
1.1.3.	The program, including routines, is organised in ways that maximise opportunities for each child's learning.	H	Group children in different ways and reflect as a staff team to determine if this adds value for the children's learning. Reflect, discuss, document as a staff team.	There is greater interaction with the teacher in small groups. Children with special needs/ language are more involved in small rather than large groups.	Ongoing	Anecdotally there has been increased engagement in small groups compared with the large group. Teachers are able to encourage greater participation and incorporate children's voice within a small group.
1.1.4.	The documentation about each child's program and progress is available to families.	H	Training with Wendy Lee to deepen our knowledge of narrative of children's learning. Deepening our use of learning stories. Replace the Individual Learning Plan for Continuous learning.(increased individual learning stories) Invite parents to an evening to view their child's work and to speak with teachers. Encourage some parental involvement in writing stories of their own child.	All staff have ownership of the documentation process. Learning stories are in narrative form and embellish the holistic learning experience for each child.. Parents offer information about their child which is reflected in the learning story process. (either directly or indirectly through the staff prepared story). Parents attend our open sessions and view their child's portfolio.	Ongoing	

Quality Area 2: Children's health and safety

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

Quality Area 2: Standards and elements

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



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

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



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



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

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

Quality Improvement Plan for Q2

Summary of strengths for QA2

Strengths	<p>We have contact with dieticians to support displays and games for families promoting healthy living.</p> <p>Within our program, and with parental/guardian permission, we invite the dental therapists to visit and have a cursory check of children's teeth with referrals for further investigation.</p> <p>We are aware of a gap in the delivery of Occupational therapy and are seeking means to have children assessed for further intervention.</p> <p>Our healthy food policy is adhered to and we address specific issues with families as they arise.</p>
------------------	---



Key improvements sought for QA2

Standard/element [2.1.3]	Effective hygiene practices are promoted and implemented.	
	Identified issue	Toileting procedures.
Standard/element [2.3.2]	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.	
	Identified issue	Staff to ensure written risk assessments are developed prior to excursions and yearly for regular excursions. (eg gym excursion)
Standard/element [2.3.4]	Educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect.	
	Identified issue	Staff to upgrade child protection training.

Improvement Plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
2.1.3	Written guidelines for toileting procedures.	M	Include incontinence form in enrolment procedure. Develop specific times for nappy changing dependent upon child's requirements.. Place list of children requiring toileting and photos in health care cupboard. Document changing and reasons for parent to view.	All procedures are developed and implemented. Information is provided to parents to support them to develop children's independence in toileting.	Term 3 2012	
2.3.2	Risk assessment processes implemented		All staff are familiar with and practising written risk assessment prior to excursions.	Current risk assessment for regular gym visit developed.	Term 3	
2.3.4	All staff have updated their Child Protection training		Staff to arrange training.	Child protection certificates reflect completed course.	Term 3	

Quality Area 3: Physical environment

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

Quality Area 3: Standards and elements

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

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

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

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

Quality Improvement Plan for QA 3

Summary of strengths for QA3

Strengths	<p>Ascot Park Kindergarten offers a small but interesting outdoor area for children to explore. The area is well shaded. The indoor space allows for different areas with many resources to provide a variety of activities that are open ended and provide learning opportunities for children attending.</p> <p>Sustainable practices are imbedded in our regular routines with recycling, composting and a vegetable garden which provides some food for cooking and eating.</p>
------------------	---

Key improvements sought for QA3

Standard/element 3.1.2	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.	
	Identified issue	Fencing is an area we are addressing for safety. All equipment is being reviewed for repair, renewal or replacement.
Standard/element 3.2.1	Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.	
	Identified issue	We have many activities to engage the children but need to explore the options of “real” work to give them focus and deeper engagement. We have found a real goal like digging out rocks from the garden involves deep concentration, teamwork and a sense of achievement. New learning occurs as they find problems to overcome.

Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
3.1.2	We are in the process of upgrading our facilities and equipment to address safety and aesthetic appeal.	H	We are addressing safety concerns as we are able. Areas include fencing, retaining walls and maintenance. Larger jobs are addressed through the Hotline.	Fencing is secure, at regulation height and secures children from going behind sheds	Term 3 2012	Contractors have completed 70% of the fencing work.
		L	We have some sound but well used equipment that we are gradually improving by painting, supporting our sustainability		Ongoing	Parents are volunteering to paint in the September holidays.
3.2.1	Engage the children and families in suggestions for the outdoor environment.	M	Show photos of the children working outdoors. Seek suggestions from the children and families. Discuss outcomes at Governing Council and Staff meeting. Risk assess as needed.	Children and families respond. We implement some suggestions from our investigations	Term 4	

Quality Area 4: Staffing arrangements

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

Quality Area 4: Standards and elements

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

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

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

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

Quality Improvement Plan for QA4

Summary of strengths for QA4

Strengths	Staff work in a collaborative way where individual strengths are identified and valued. There is reflection and a chance to celebrate the positives that have occurred throughout the planning cycle.
------------------	---

Key improvements sought for QA4

Standard/element 4.1.1	Educator to child ratios and qualification requirements are maintained at all times.	
	Identified issue	A number of staff are ready to upgrade first aid qualifications.
Standard/element 4.2.1]	Professional standards guide practice, interactions and relationships.	

Identified issue

Staff to follow Professional Standards, Code of Ethics and Protective Practices.

Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
4.1.1	Staff training	H	DECD to inform Training	Staff will have a recognised first aid qualification.	When available	
4.2.1	Educators aware of their obligation to conduct themselves in a professional and ethical way.	M	Educators to have access to Code of Ethics 2006 Professional standards.	Educators to have helped in the formulation of the Statement of Philosophy.	Term 1 2013	



Quality Area 5: Relationships with children

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

Quality Area 5: Standards and elements

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



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

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

Quality Improvement Plan for QA5

Summary of strengths for QA5

Strengths	<p>Children are at the heart of our work.</p> <p>Our staff share an understanding and appreciation of the children that attend and reach out to develop warm and trusting relationships.</p> <p>Staff are aware of attachments and support new children as they transition into their new environment.</p> <p>We are able to support children with particular needs through our Bilingual program and preschool support where children are able to receive small group and 1:1 attention. Communication is supported through some signing, body language and picture cues.</p> <p>Children are supported as they learn to interact with others with care and consideration and staff support their emerging resilience. Our policy on interactions with children ensures that we maintain high expectations while working within the developmental range of the children.</p>
------------------	---



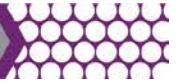
--	--

Key improvements sought for QA5

Standard/element 5.1.2	Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning	
Identified issue	We have had an increase in the number of children enrolling with identified special needs. We need to engage with our special educators, connect with specialist staff and have conversations with our families to develop small and achievable targets for the children ensuring consistency between home and kindergarten. This will form the basis of an Individual Education plan for the children that recognises their strengths and supports their further learning.	

Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
5.1.2	Individual Learning Plans developed for children with special needs.	M	Interactions and observations of the children in the kindergarten environment. Meaningful conversations with the family. Review of reports and consultation with specialists including our support services team. Input from staff team. Plans are written and shared with the family.	Individual learning plans are available and form the goals for learning for each child. Improved learning is recorded through learning stories and anecdotal comments.	Term 3 and ongoing throughout the year.	

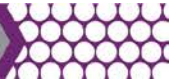


Quality Area 6: Collaborative partnerships with families and communities

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

Quality Area 6: Standards and elements

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



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

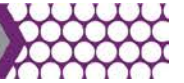
Standard/element	National Law (section) and National Regulations (regulation)	
6.1, 6.2, 6.3	regulation 157	Access for parents
	Related requirements	
6.1, 6.2	section 172	Offence to fail to display prescribed information
6.1, 6.2, 6.3	section 175	Offence relating to requirement to keep enrolment and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

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

Quality Improvement Plan for QA6

Summary of strengths for QA6

Strengths	<p>As a first point of call for many new families to Australia, we are in a unique position to be welcoming and supportive as many are not familiar with our education system. If their child's needs are not able to be met we direct them to services that would be more suitable eg with child care facilities etc. Ideally, a meeting time is spent out of usual contact hours to enable support with the enrolment process. Our bilingual staff support the communication of information where possible.</p> <p>Each family case is respected and we work with the parents to determine the best way to separate if children are experiencing difficulty. We try to be as flexible as possible to meet the needs of the families within the constraints of sessions available and site capacity.</p> <p>in Pre-entry and early entry has supported new arrival families and we have an Improving attendance grant that will enable us to continue with these programs this year. Parents, and at times extended family members, are welcomed to support their child as they settle into kindergarten.</p>
------------------	--



--	--

Key improvements sought for QA6

Standard/element 6.1.2	Families have opportunities to be involved in the service and contribute to service decisions.
Identified issue	We have a small Governing Council that contributes towards the overall running of the Centre but we do not often attract the many voices of our kindergarten and in particular those from our overseas families.

Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
6.1.2	Broader representation of our families voices to contribute to the operation of our service. -Development of our Statements of Purpose, -review of our policies and procedures,	M	Provide time,opportunity and a reason for a family voice. Time and opportunity may be that we rethink our communication. -Use email -Sticky dot process for voting on an issue.	Keep data that shows - how many families respond to requests. -successful strategies	Term 4 2012	

Quality Area 7: Leadership and service management

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

Quality Area 7: Standards and elements

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

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

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

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

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

Quality Improvement Plan for QA7

Summary of Strengths

Strengths	<p>Structures are in place and support the management and learning environment. We have a small but willing group of parents who have formed the Governing Council and this year we have some new arrival participation. Our Centre engaged in a self- review process last year and the Annual Report detailed improvements for 2011. We have weathered the continual changes of the teachers position having 3 teachers so far this term and anticipating a new teacher when arranged this week. Reasons for teacher loss are beyond the control of the Centre.</p>
------------------	--



Key improvements sought for QA7

Standard/element [7.2.1]	[Include the element number (left) and description from QA7 table]	
	Identified issue	We have a succinct statement of purpose. Over recent years there has been a change in the context and local community. New housing in the surrounding suburbs of Park Holme and Ascot Park, an increase in new arrivals and children unable to speak English.
Standard/element [7.3.5]	Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly	
	Identified issue	Policies and procedures are available but need to be reviewed in a regular cycle.

Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
7.2.1	A Statement of Philosophy is developed.	M	Identify areas for inclusion in the Statement of Philosophy within the NQS Guidelines and reference -the Early Years Learning Framework, - Respect Reflect, Relate and the -United Nations Convention on the Rights of the Child. Engage our Community to understand values and gain their views on what values are most important for them.	A Statement of Purpose is developed and is included in our information packs. Families have been involved in some processes to determine values. Families, children, staff members have been consulted.	Process is started in term 3 2012 Draft developed by term 1 2013.	
7.3.5	Policies and procedures are reviewed.	M	DECD policies are downloaded and stored in a Policy folder. Governing Council, staff ,parents an children review existing site policies and procedures and make suggestions for change. -bullying -interactions with children -sun policy	A folder of policies is available and have been updated to our current year. There is evidence of parent consultation and Governing Council approval.	Ongoing reviews throughout the year finishing in term 4	

