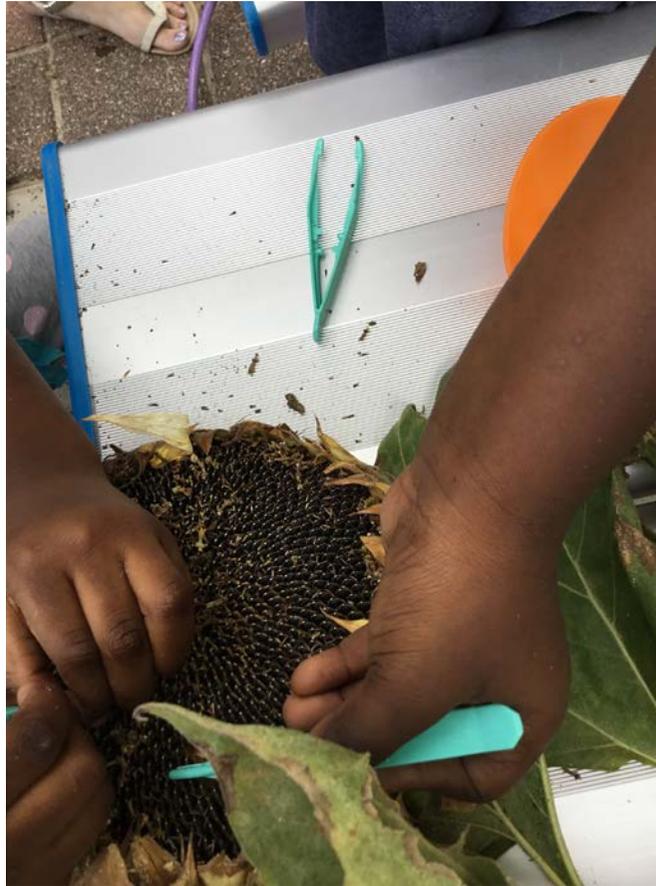


Lantana Kindergarten

2018 Quality Improvement Plan



The National Quality Standard and Quality Improvement

The National Quality Standard is the standard against which providers self-assess the performance of their service/s in delivering quality education and care, and plan future improvements to their service/s. One result of this process is a Quality Improvement Plan.

The Education and Care Services National Regulations 2017 (the National Regulations) require approved providers to prepare a Quality Improvement Plan (r55) for each service that:

- includes an assessment by the provider of the quality of the practices of the service against the National Quality Standard and the National Regulations; and
- identifies any areas that the provider considers may require improvement; and
- contains a statement of philosophy of the service.

The National Regulations do not prescribe a format for a Quality Improvement Plan. The purpose of this template is to offer a format that supports approved providers to meet their obligations under the National Regulations.

Approved providers also have an obligation (r56) to review and revise the Quality Improvement Plan at least annually, having regard to the National Quality Standard.

A Quality Improvement Plan must be reviewed and/or submitted to the Regulatory Authority on request.

Service details

Service name		Service approval number	
Lantana Kindergarten		SE 00010560	
Primary contacts at service			
Director Kylie Millington			
Physical location of service		Physical location contact details	
Street	45 Lantana Drive	Telephone	Telephone: 82583155
Suburb	Parafield Gardens	Mobile	0417473320
State/territory	South Australia	Fax	Fax: 82855162
Postcode	5107	Email	Kylie.millington205@schools.sa.edu.au
Approved Provider		Nominated Supervisor	
Primary contact		Name	Kylie Millington
Telephone		Telephone	82583155
Mobile		Mobile	0403015910
Fax		Fax	82855162
Email		Email	Kylie.millington205@schools.sa.edu.au
Postal address (if different to physical location of service)			
Street		State/territory	
Suburb		Postcode	

Operating hours

For each day of the week this service is open, indicate the times of the day when education and care is provided. For centre-based services, this does not include non-contact hours for staff.

Describe the scheduled opening and closing times using 24 hour clock (e.g. 07:30 to 18:00) rather than 'AM' and 'PM'.

Round times to the nearest quarter of an hour.

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

Family day care services or multi-site services should list the operating hours of the service office.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time							
Closing time							

Additional information about your service

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

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

How are the children grouped at your service?

We provide **Kindergarten** (9 sessions/week) and **Occasional Care** (10 sessions/week- 9 Over 2's, 1 Under 2's).

There is a Morning session 8.45-11.45, and Afternoon session 12.30-3-30.

Children can also choose to attend 'All Day' 8.45-3.30 which includes Lunch Care*.

(*This is an optional user-pay service (\$3/lunch care), and is not part of a child's 15hrs/week entitlement to preschool.

There are 2 Lunch Care staff with Max. 20 children M-Th.)

The 2 services are totally integrated- shared routines, group times, snack times. All educators work with all children.

The Occasional Care Coordinator arranges all bookings, sign in/out, payment etc and is the key contact for this service.

The daily routine provides consistency for all children and enables staff to organise their roles and responsibilities:

8.45 Play **INSIDE** (go outside asap)

9.00 Play **INSIDE & OUTSIDE**

9.45 Group Time- divide into small groups

10.10 Snack Time in small groups

10.25 Play **INSIDE & OUTSIDE**

11.20 Pack-up all areas

11.30 Group Time- Literacy/Numeracy.

11.45 Farewell & Lunch Time Roll.

12.25 Lunch Care children commence session 2.

12.30 Play **INSIDE** (go outside asap)

12.45 Play **INSIDE & OUTSIDE**

1.20 Group Time

1.30 Snack Time in small groups

1.45 Play **INSIDE & OUTSIDE**

3.00 Pack-up all areas

3.15 Group Time- Literacy/Numeracy.

3.30 Farewell.

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

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.

We provide accessible, flexible, quality care and education for all children within an integrated play based curriculum. We promote lifelong learning, the development of appropriate skills and the nurturing of children's dispositions.

The open ended curriculum is developmentally appropriate, child centred and focused on play. It acknowledges each child's prior learning and is challenging and inclusive within a warm, caring, welcoming and safe environment.

The cultural heritage of all children and their families, including Aboriginal and Torres Strait Islanders, is acknowledged and valued within the curriculum. Our programmes and services are enriched through the diversity, building and wellbeing.

Our Vision

The professional , qualified educators at Lantana Kindergarten, work closely with families, has a commitment to making a positive difference for children to support their development, education and wellbeing. We believe that quality teaching = quality learning.

We Value

Families: Building partnerships that encourage open communication, consultation, collaboration and support for all children,

Respect: For children, families, colleagues, communities, students, DECD and ourselves in accordance with the Code of Ethics.

Sustainability: Learning and caring about our world and the environment.

Our Aims

To provide an aesthetically pleasing, stimulating learning environment that fosters respect and quality learning outcomes for all children in a safe and inclusive setting.

To build on the strengths of and create greater opportunities for all stakeholders.

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	The educational program enhances each child's learning and development.	
Approved learning framework	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.
Child-centred	Element 1.1.2	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
Program learning opportunities	Element 1.1.3	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
Standard 1.2	Educators facilitate and extend each child's learning and development.	
Intentional teaching	Element 1.2.1	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
Responsive teaching and scaffolding	Element 1.2.2	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.
Child directed learning	Element 1.2.3	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
Standard 1.3	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.	
Assessment and planning cycle	Element 1.3.1	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.
Critical reflection	Element 1.3.2	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.
Information for families	Element 1.3.3	Families are informed about the program and their child's progress.

National Law and National Regulations underpinning Quality Area 1

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 1 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 51(1)(b)	Conditions on service approval (educational and developmental needs of children)	1.1.1
Section 168	Offence relating to required programs	1.1.1, 1.1.2
Regulation 73	Educational program	1.1.1
Regulation 74	Documenting of child assessments or evaluations for delivery of educational program	1.3.1
Regulation 75	Information about educational program to be kept available	1.3.3
Regulation 76	Information about educational program to be given to parents	1.3.3
Regulation 274A NSW	Programs for children over preschool age	1.3.1
Regulation 289A NT	Programs for children over preschool age	1.3.1
Regulation 298A Queensland	Programs for children over preschool age	1.3.1

Quality Improvement Plan for Quality Area 1

Summary of strengths for Quality Area 1

Strengths

1.1

By using the Early Years Learning Framework as well as the centre's philosophy, educators pedagogy and knowledge of the individual child, the curriculum guides the everyday practice and development of the curriculum. This occurs in a number of ways including engaging the educators to share their perspectives and work with children and families to achieve the best outcome for each child through critical reflection. Inquiry based learning is used as the foundation of our learning.

1.1.1

Opportunities for children to recognise their emotions, express their confidence, be curious, hypothesis, problem solve, be enthusiastic in there learning and feel comfortable in the environment are a focal point of our curriculum. Children have access to different forms of media to make meaning and to express ideas which engages the children in becoming independent communicators. EYLF is used to work with children and families to achieve optimal learning and developmental outcomes for children.

We are active participants in the Lisa Burman Playful Literacy Project promoting oral language through the use of literacy through play and inquiry based learning.

Literacy and numeracy skills are extended on a daily basis through play in all forms. Educators have a clear understanding of the numeracy and literacy indicators and extend on this both incidentally and through planned experiences. STEM is explored throughout our curriculum with children using their experiences at kindergarten to explore and learn about nature, science and technology. Children document their own learning through the use of technology and other forms of media.

Through participating in the Early Learning Language Australia (ELLA) curriculum and embracing the various languages of educators and children we support children in building their confidence to use their home language and the languages used in the community. Educators engage with children in a rich literacy enhanced environment throughout the day through rhyme, conversations, story tables, small worlds and displaying print in languages other than English.

Educators recognise the importance of seeking information from families about their child on a regular basis in particular their strengths, ideas, culture, abilities and interests. This further extends and supports the child's learning by being active participants and decision makers.

1.1.2

As part of the group time experiences in both the first group time of the morning and afternoon, the children participate in acknowledging the Kurna people. We also provide wondering and invitation experiences based on the indigenous culture, Japanese culture (ELLA program) and cultures relevant to the sites families cultural experiences, beliefs and traditions. Children have a feeling of belonging and valued by having their family photos on display and discussed.

Families and the local community are encouraged to be part of the kindergarten community through engaging with the children in a number of ways including showing and teaching traditional dance, cooking experiences and language spoken. The children's individual knowledge, strengths, ideas, cultures, abilities and interests are supported, acknowledged and embraced

1.1.3

Programming plans are discussed following children's interests incidentally throughout the day and at fortnightly staff meetings. Educators focus on building strong relationships with all children and their families to ensure that needs are understood and met. Feedback from parents is encouraged i.e. in newsletters, in Profile folders, individual discussions, DECD parent opinion survey social media including the Lantana Kindergarten Facebook page and at Governing Council meetings. Bi-lingual support assistance facilitates these processes to be effective for our multicultural families.

1.1.4 We share information and inform families regularly about the centre operations and the learning outcomes of their child in Newsletters, on Notice Boards, Photo displays and face book posts. Profile folders are available to all families (occasional care and kindergarten) and children at all times. Educators talk to families regularly about their child's engagement, involvement and developmental progress, arranging meetings as needed. Displays that showcase children's participation and creativity also include information and evidence to report to families. The Curriculum Overview provides extensive information about children's learning and what has been happening at Preschool and Occasional Care. It is available to all families to look at and a copy is in each child's profile folder each fortnight, with additional documentation for special events- e.g. in/ex-cursions.

All children are encouraged to become actively engaged in the daily activities by all educators. We support and respect families individual needs and cultural diversity and celebrate this at various times throughout the year- i.e. Chinese New Year, Harmony Day, Reconciliation Week.

A fully integrated and developmentally appropriate program for all children will ensure powerful learning with quality teaching. All staff support all children in an inclusive manner. Relationships with families and children, and between educators are promoted and respected. RRR Inquiry Project specifically addresses this. We provide access and support to bilingual workers and early intervention programs, speech support when necessary. The individual child profile folders that reflect children's learning and provide evidence of developmental distance travelled are presented to the children at the end of the year. Children are encouraged to manage their own behaviour and are supported by the educators to develop self-discipline, self-identification of their needs and self-control. Respect for others, the equipment and centre resources is embedded into the daily expectations at all times.

1.2

As educators our professional judgements, knowledge, skills, creativity, beliefs, values and experiences guides our curriculum

decisions both incidentally, planned and child initiated experiences.

Children's thinking, ideas and interests are embraced in their learning. Children have the opportunity to self select resources which encourages children to guide their own learning.

1.2.1

Intentional teaching is used as a tool to guide children's learning by engaging with the children in many ways including showing interest in what they are doing and asking questions that promote open ended responses which encourages thinking and conversation and extends their knowledge. This learning is recorded through learning journeys using children's voice as a focal point of the journey and promotes reflective practice for both educators and children.

1.2.2

Child Initiated Curriculum occurs during the session as educators respond to the interests and needs of individual children as their play unfolds. This allows the children to further explore their learning. Educators embrace opportunities to build on children's interests and to Scaffold their learning ensures the extension and stretch of opportunities and experiences provided. Inquiry based planning is the norm to guide directions. Children are encouraged to use their STEM thinking skills to initiate and be involved with incidental experiences.

Educators use responsive teaching in small groups to further extend their phonological awareness through texts that engages the children in rhyme, letter and sound recognition. Children are challenged in the learning environment by using loose parts in the outdoor environment to challenge their ability in all areas. Children actively engage in Risk Benefit Assessments to gauge the risks and how to ensure the safety of everyone involved in the play.

All educators actively participated in the Learning, Design and Moderation project as part of the partnership in 2017 to further develop their skills to critically reflect their practices both individually and as a staff team.

1.2.3

Critical reflection of children's engagement and interactions is discussed by educators at staff meetings and incidentally throughout the day. Children's thoughts are recognised as an important part of planning experiences and incidental inquiry through the Child's thought and wonder wall where children's wonderings occur and are actioned on. The wonder wall provides an opportunity to converse with families about the children's learning. Inquiry based learning is a focus through ongoing inquiry projects, The next 2 week programme plan directly reflects the information that has been observed and collected by all educators. All educators contribute to and work towards the implementation of these plans with all children in a collective and collaborative approach to providing a quality curriculum. The Reggio Emilia approach is integrated into facets of the curriculum through inquiry approach, invitations and wonderings for the children to explore. The director participated in a study tour to Reggio Emilia in 2017.

The curriculum and educators consider the unique geographical, cultural and community context of the service and engages with families and the community to extend their knowledge of these areas.

1.3.1

The planning cycle is part of the assessment process within the curriculum which develops and changes as the children guide their own learning.

Data for each individual child is collected in a number of ways including informal / formal chats and meetings with their families. Ann Baker Top 4/5 is used to guide an understanding of the children's numeracy learning and to further extend their learning. PASM is used to assess the children's phonological awareness and is assessed twice per year to guide the child's learning. EYLF and the DECD numeracy and Literacy Indicators are used to analyse individual children's learning.

Documentation of the children's learning is visible through out the kindergarten with photos of the children engaging in play, inquiry projects and individual children's art work. Children have access to their own portfolio folders. Individual children's data is recorded on Mini Markit.

1.3.2

All educators actively participate in reflective practice and reflective reflection on a daily basis through the work that they actively engage in with the children. Children are encouraged to document their own learning through the use of technology, leading their own play and initiating their own experiences. All children are encouraged to participate in the curriculum of the preschool.

1.3.3

Educators engage with families to provide information regarding their child's learning and wellbeing to families through informal conversations, interviews, phone calls, emails, text messages, surveys and family nights and celebration days. This process forms our communication plan. This ensures that the child's and family rights to confidentiality is respected

Key improvements sought for Quality Area 1

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1.1.1	Provide more opportunities for choice making	Children to be able to self select resources to use in their play	H	Open shelves for children to select from Encourage responsibility of 'resetting the environment' when using resources	Children to self select their own experiences	Term 2 2018	
1.1.1	Thoughts and Wonder Wall	Children's incidental thoughts wonders and voice to be recorded and recognised	H	Children's thoughts and wonders wall to be developed. Record children's thoughts, voice and wonders on the wall	Children feel a sense of identity as there thoughts, voice and wonders are recognised.	Term One 2018	
1.1.1	Inquiry Projects Floor Books	The use of floor books to record our learning through inquiry projects.	H	Participation in the inquiry project Playful Literacy project. Actively participate in inquiry projects with all children.	Children's learning recognised through floor books and inquiry projects.	Term Four 2018	
1.3.3	Communicating with families on a on a daily basis through the use of technology.	Communicating with families on a variety of levels.	H	Use social media and Skool Bag App to communicate with families about children's curriculum, newsletters and relevant information.	Families feel more informed on their children's day to day learning and to be informed of happenings in the kindergarten	Term Two 2018	

	Focus on STEM in the learning environment	Integrated and incidental STEM learning through play	H	Child incidental STEM learning extended by educators. Opportunities for children to participate in experiences in all areas of STEM.	STEM learning evident in the environment	Term Three 2018	
	Child initiated selection of outdoor equipment	Children being provided a blank canvas in the outdoor environment so that they can choose their own learning resources.	H	Children to self select outdoor equipment.	Children have a sense of belonging and ownership of selecting their own outdoor equipment.	Term Three 2018	
	Dance and Creative movement	Children to participate, engage and respond to traditional musing and cultural story telling.	M	Provide children the tools for them to self select music and story telling.	Children engage in cultural music experience, expressing themselves through art.		
	Loose parts, Wonderings, Invitations to play	Provide loose parts for children to engage and play with		Engage the community to contribute to loose parts / nature play by providing resources.	Children engage in loose parts play.	Term Three 2018	

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		
Wellbeing and comfort	Element 2.1.1	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.
Health practices and procedures	Element 2.1.2	Effective illness and injury management and hygiene practices are promoted and implemented.
Healthy lifestyle	Element 2.1.3	Healthy eating and physical activity is promoted and is appropriate for each child.
Standard 2.2		
Supervision	Element 2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
Incident and emergency management	Element 2.2.2	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
Child protection	Element 2.2.3	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

National Law and National Regulations underpinning Quality Area 2

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 2 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated Element
Section 51(1)(a)	Conditions on service approval (safety, health and wellbeing of children)	2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3
Section 162A	Persons in day-to-day charge and nominated supervisors to have child protection training	2.2.3
Section 165	Offence to inadequately supervise children	2.2.1
Section 166	Offence to use inappropriate discipline	2.1.1, 2.2.1
Section 167	Offence relating to protection of children from harm and hazards	2.2.1
Section 170	Offence relating to unauthorised persons on education and care service premises	2.2.1
Section 171	Offence relating to direction to exclude inappropriate persons from education and care premises	2.2.1
Regulation 77	Health, hygiene and safe food practices	2.1.2
Regulation 78	Food and beverages	2.1.3
Regulation 79		2.1.3
Regulation 80	Weekly menu	2.1.3
Regulation 81	Sleep and rest	2.1.1



National Law and National Regulations		Associated element
Regulation 82	Tobacco, drug and alcohol free environment	2.2.1
Regulation 83	Staff members and family day care educators not to be affected by alcohol or drugs	2.2.1
Regulation 84	Awareness of child protection law	2.2.3
Regulation 85	Incident, injury, trauma and illness policies and procedures	2.1.2
Regulation 86	Notification to parents of incident, injury, trauma and illness	2.1.2
Regulation 87	Incident, injury, trauma and illness record	2.1.2
Regulation 88	Infectious diseases	2.1.2
Regulation 89	First aid kits	2.1.2
Regulation 90	Medical conditions policy	2.1.2
Regulation 91	Medical conditions policy to be provided to parents	2.1.2
Regulation 92	Medication record	2.1.2
Regulation 93	Administration of medication	2.1.2
Regulation 94	Exception to authorisation requirement—anaphylaxis or asthma emergency	2.1.2
Regulation 95	Procedure for administration of medication	2.1.2
Regulation 96	Self-administration of medication	2.1.2
Regulation 97	Emergency and evacuation procedures	2.2.2



National Law and National Regulations		Associated element
Regulation 98	Telephone or other communication equipment	2.2.2
Regulation 99	Children leaving the education and care premises	2.2.1
Regulation 100	Risk assessment must be conducted before excursion	2.2.1
Regulation 101	Conduct of risk assessment for excursion	2.2.1
Regulation 102	Authorisation for excursions	2.2.1

Quality Improvement Plan for Quality Area 2

Summary of strengths for Quality Area 2

Strengths

2.1

Through intentional and incidental learning children learning about healthy life styles with a focus on nutrition, personal hygiene in particular hand washing, physical and their social and emotional wellbeing is embedded in the curriculum on a daily basis.

Everyday experiences that engage children in thinking about their health includes healthy cooking experiences, caring for the vegetable patch (selecting as a group which vegetables / fruit) to plant, care for and eat. Through the Eat a Rainbow curriculum children are given the opportunity to taste test different fruits and vegetables.

In the cooler months gumboots and rain jackets provide opportunities for children to actively engage in the outdoor environment in inclement weather. Quiet play spaces are available for the children to engage in relaxed play and a time to rest and relax.

The educators engage in professional development and dialogue with Kids Matter (Australian Early Childhood Mental Health Initiative) to support children in their mental and social health wellbeing.

There are clear enrolment procedures for new families, this enrolment process enables the sharing of information to meet the health needs of all children. All daily health issues are documented in the staff diary to inform all staff and in particular part time staff. There are individual health care plans including asthma & allergies clearly on display and all staff are aware of these children. Medication is clearly labelled and stored. Expiry dates of medications are monitored by a designated staff member. We are able to meet cultural needs, toileting needs, special needs, and work with families for other individual needs.

2.1.1

Children's wellbeing and comfort is supported in a number of ways. We provide quiet times for rest and relaxation during each session (i.e. snack time and during free play) and this is recorded as a part of the Lunch Care routine. There are specific areas designed for withdrawal for children as wanted or as required i.e. cushions, couches, mats for quiet reading of books- in and outside. An Australian standards approved Cot is available to access for children under the age of two in occasional care. Sids and Kids procedures and recommendations are followed. Children are encouraged to make their needs known to ensure their comfort and wellbeing. Support is given for appropriate toileting routines e.g. before each snack time and before washing hands for Lunch Care.

2.1.2

Hygiene practices are a part of the curriculum, routines and expectations of the centre. Children are supervised and explicitly shown effective hand washing techniques and nose blowing (used tissues are appropriately disposed of). Hygiene practices are diligently followed by educators—use of gloves, food stored in children’s fridge, toilet cleaning documented, and contagious conditions displayed to inform all families. Tables are wiped before and after lunch care. Equipment is cleaned and sanitised as needed and again every Friday afternoon when activities are changed and equipment is stored. Surfaces are disinfected, wiped or cleaned at the end of each session and at the end of each day.

Staff follow the nappy change procedure effectively with procedure displayed in the change area and incidences recorded & witnessed on every occasion.

Children are observed for signs of being unwell/ infectious and parents are immediately informed for exclusion. Suitable first aid and asthma kits are provided and maintained for use inside and outside the centre and are taken on excursions. All staff have relevant first aid qualifications, anaphylactic and asthma management training. All incidents are recorded and reported to parents. Notification of all infectious conditions are posted immediately on site entrance.

Children are supported in risky play by children completing risk benefit assessments and educators engaging with the risky play.

2.1.3

Educators recognise healthy eating and physical activity contributes to children’s ability to socialise, concentrate, cooperate and learn. We encourage healthy eating through promotion in newsletters, social media and a policy is available for parents on enrolment and on the notice board. We also educate children about healthy food and how to keep your body healthy. There are 2 snack times each day, where children are supported and supervised in small groups, whilst eating healthy options in a suitable and hygienic manner. Children also have the opportunity to eat when they are hungry. We provide water at all times for children, with ice in summer and children are encouraged to drink regularly throughout the session by all educators and again during lunch care. At least once a term we have food that is shared and also at special cultural events (Chinese New Year and Harmony Day) that allow children to try new foods and fruits etc. Children with special dietary needs are respected and catered for. Food handling practices are followed with all lunches being stored in the children’s refrigerator. Children are active participants in the ‘Eat a Rainbow’ curriculum, sharing their learning with what they have learnt with their families through engaging their families in the ‘Larry lorikeet sharing book’.

All children are encouraged to participate in gross motor activities- outdoor play, climbing, physical games and ball games. Physical activity is planned for during programming and encouraged incidentally. Opportunities for physical activity are promoted in newsletters and social media. We program for fine motor activities and have a wide range of experiences available at all times- including cutting, drawing, painting, play dough, hammering, sorting, puzzles, threading etc. Activities

are adapted for children with special and specific needs. The outdoor environment allows for spontaneous and planned physical activity.

2.1

With the educators having a clear understanding that children have a fundamental right to be protected and kept safe all educators complete the RAN (Responding to Abuse and Neglect) professional learning every three years and is part of staff meetings on a yearly basis to review learning. All teachers are trained in implementing the Keep Safe Child Protection Curriculum throughout the year.

2.2.1

Children are adequately supervised at all times and staff ratios are observed. Staff are rostered to be in each area-indoor/outdoor and the Occasional Care coordinator 'floats' between these areas whilst informing staff of her intended location. During excursions staff have specific roles and responsibilities and are made aware of their duty of care. Both the indoor / outdoor environments foster the children's capacity to understand and respect the social and natural environment. All educators have a commitment to provide a learning environment that encourage3 children to explore, problem solve, create and construct in challenging and safe ways.

2.2.2

Risk assessments are completed for new equipment before purchasing. Group time is supported by all staff and large group plans & content is recorded by teachers. All educators model appropriate behaviour for group norms- 5L's for listening. Risk assessment procedures are completed for excursions. Plans to manage incidents and emergencies are in place and include evacuation and in-vacuation procedures and written management plans. Staff and children regularly practice emergency procedures which are logged and evaluated (staff meeting- see minutes and staff Diary in kitchen). Throughout the year visits from Emergency services such as the police and fire brigade occur to guide children's learning about the right to feel safe.

2.2.3

All staff are aware of their role and responsibility in reporting children at risk of abuse and neglect. Staff are vigilant in looking for signs of abuse/neglect and have conversations with families to discuss children's wellbeing. All staff have the mandated Child Protection documentation and training. We revisit areas of the Keep Safe Curriculum Program for all children to access explicit small group sessions to cover key areas. Children are able to discuss what to do when they feel unsafe and in an emergency. They are aware of their rights and responsibilities.

Key improvements sought for Quality Area 2

Improvement Plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
2.1	Sleeping arrangement for children	Relaxation area available to rest. Cot accessible to occasional care children	H	Relaxation area developed Cot purchased to ensure safe sleep practices.	Safe rest and relaxation for all children achieved	Term One 2018	
2.1.2	Communication with staff RE: cleaning	Implementation of infectious disease minimisation checklist	H	Cleaning checklist to be created and implemented.	Checklist being completed on a weekly basis	Term Two 2018	
2.1.1	Individual Childs routines	Record of individual toileting when required in particular occasional care	H	List for toileting - Checking of nappies Toilet reminders	Checklist being actively implemented by all staff.	Term Two 2018	
2.1.2	Staff Induction Folder	Update new relief staff folder	M	Include medical plans, photos of children with allergies.	All Staff aware of children's individual needs.	Term Two 2018	
2.1.3	Healthy cooking experiences for all children embracing all cultures	Cooking experiences for children embracing the help of the community	M	Healthy cooking experiences with children. Use vegetables and herbs from our garden to use in	Healthy cooking experiences with children both planned and incidental.	Term Three 2018	

				cooking.			
2.1.3	Community information not available for families	Provide community information for families	M	Information changed regularly Provide information in different languages.	Families accessing relevant community information.	Term Three 2018	
2.1.3	Storing of drink bottles	Drinks more accessible for children to use	M	Use a trolley that can be moved both inside and outside.	Drink trolley implemented.	Term One 2018	
2.1.3	Individual Children's hats	Individual hats for all children accessible	M	Families are provided a new hat at enrolment	Hats are provided for all children at the start of the year. Hats are to be stored at the kindy.	Term Two 2018	
2.1.3	Risk Benefit Assessments	Children taking responsibility for their own actions when participating in experiences	M	Risk benefit assessments completed with children to take some ownership of experiences	Children and staff are confident in implementing risk benefit assessments.	Term Three 2018	
2.1.3	Physical experiences for families	Display what children are doing at kindy in the areas of physical development – fine and gross motor	M	Displays around kindergarten, newsletters – physical education hints e.g tree climbing, risky play Relevant links posted on social media	Children engage in physical experiences	Term Four 2018	



2.2.2	Communicating emergency procedures to children	Children are confident in emergency situations.	H	Practice emergency procedures with children twice per term Discuss in group times	Term Two 2018		
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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 of the facilities is appropriate for the operation of a service.	
Fir for purpose	Element 3.1.1	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
Upkeep	Element 3.1.2	Premises, furniture and equipment are safe, clean and well maintained.
Standard 3.2	The service environment is inclusive, promotes competence and supports exploration and play-based learning.	
Inclusive environment	Element 3.2.1	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.
Resources support play-based learning	Element 3.2.2	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.
Environmentally responsible	Element 3.2.3	The service cares for the environment and supports children to become environmentally responsible.

National Law and National Regulations underpinning Quality Area 3

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 3 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Regulation 103	Premises, furniture and equipment to be safe, clean and in good repair	3.1.2
Regulation 104	Fencing	3.1.1
Regulation 105	Furniture, materials and equipment	3.2.2
Regulation 106	Laundry and hygiene facilities	3.1.1
Regulation 107	Space requirements—indoor	3.1.1
Regulation 108	Space requirements—outdoor	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	3.1.1
Regulation 113	Outdoor space—natural environment	3.2.1
Regulation 114	Outdoor space—shade	3.1.1



National Law and National Regulations		Associated element
Regulation 115	Premises designed to facilitate supervision	3.1.1
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)	3.1.1
Regulation 274 NSW	Swimming pools	3.1.2
Regulation 345 Tasmania	Swimming pool prohibition	3.1.2

Quality Improvement Plan for Quality Area 3

Summary of strengths for Quality Area 3

Strengths

3.1

The indoor environment with open spaces supports individual children's choices in participating in both large group, solitary and small group play. The outdoor play spaces provides children with the opportunity to engage in unique play and learning and offers children the opportunity to be active, make mess and noise and be fully engaged in play.

3.1.1

The Lantana Kindergarten is a stand-alone centre, purpose built in the 70's on a street in the suburb of Parafield Gardens. It is not near any others services- schools/ shops. It is completely independent and provides everything to operate a full time Preschool and Occasional Care on site. Whilst the building is small it is adequate for the centre capacity of 45 children. The outside area is large with extensive appropriate developments- 2 covered swing areas, walkways and bridge, artificial soft fall areas for climbing equipment, covered amphitheatre, covered sandpit with water course, pergola, nature/ sensory garden including decking and paved circle, bench seating for quiet observation, vegetable garden area, lawn areas, rock garden with bird bath, bush areas for camping and tree climbing, paved areas and pathways. The children have a variety of opportunities to explore and excavate natural environments during their play based learning. The centre has large fully grown trees that provide shade and interest. These have been audited for safety as required. There has been extensive building and site redevelopment during Term 1&2 2016. There is 1 large veranda area, with weather protective outdoor blinds and heaters.

The centre currently is currently able to enrol 56 preschool children and 85 occasional care children and operates at maximum capacity- 35 preschool children per session and maximum 10 occasional care children per session. The two services are fully integrated with children having full access to all areas within the timetable. There is one children's bag area with bag hooks along the walkway entrance and in the foyer and also bag storage cubby holes nearby inside, and one entrance point for parents to access the service.

The natural environment is explored by the children in both the indoor and outdoor environment.

The indoor space is open space. It can if needed be divided into 3 distinct spaces by closing double doors and a large concertina door. There are 2 entry and exit doors from the building, which are open at all times. The portable furniture enables the rearrangement of learning spaces to change which adds variety and interest to the indoor learning environment. There are 3 children's toilets, 4 hand washing basins and nappy change area. There is 1 adult toilet. Children's toilets are cleaned at lunch times and as required during the session and a record of this is completed each time by staff. A contract cleaner is employed by the centre and cleans the entire centre every night out of hours. An extensive end of term clean is completed during each school

holidays, including all windows and floors by appropriate contractors. There is also a small withdrawal room which is utilised for small quiet group times- literacy, relaxation; visitors- support services i.e. speech, psychology; and small meetings. There is a kitchen which is closed off by 2 doors, an office and staff administration area and a storage room. The parents sign in/out on the kitchen bench where there are parent notice boards nearby for relevant information- community notice, newsletters, special events.

Heating and cooling is efficient in the main play areas and are checked regularly as required for maintenance.

3.1.2

Cleaning- all tables are wiped at the end of each session, with the children being engaged in assisting with this process during pack up times. There are 3 sinks in the kitchen one for hand washing and food prep/washing dishes etc. and one for paints/glue etc. Sponges are colour coded and stored in relevant areas in labelled colour coded buckets. Puzzles and books are wiped over with disinfectant spray on Fridays, play dough and home corner adjuncts are cleaned as required during the week and on Fridays. All other equipment is cleaned and disinfected before returning to the storeroom when it is changed over. Laundry is taken home to be washed weekly- towels, smocks, dress up clothes etc. Interior surfaces are wiped over with disinfectant spray weekly- Fridays. Larger equipment is cleaned, oiled and wiped down once a term/ or as required, when volunteer parents are invited to help and by staff when the furniture is moved and rearranged after the floors are polished and the carpets are cleaned. Children are given the opportunity to care for their kindergarten at the end of term with supervision and encouragement by scrubbing chairs and tables as a part of the daily routine.

Educators inspect the outside area each morning and sign off on this process. The inspection sheet is then co-signed by the Director, who identifies any hazards and conducts a risk assessment if required. Damaged equipment is removed from play areas whilst it is being repaired or discarded. A regular playground inspection is scheduled as per Business Manager.

Building maintenance is managed by Spotless and the process is assisted by the sites Facilities Manager, as well as the Business Manager web application. DECD Asset Services are consulted for minor works and approval is sought from DECD Early Childhood Services to ensure any modifications are congruent with the early childhood philosophy. Equipment is stored in a safe and organised manner. A hazard substances register is kept up to date and items in this category are kept at a minimum and stored in a lockable cupboard away from children.

Educators ensure that the equipment is of good quality and reflects the early childhood philosophy. Resources, equipment and supplies are well stocked and sufficient in number. Consumables are regularly topped up, developmentally appropriate and allow for flexible use. When and where possible educators introduce natural and organic materials.

Noise reduction is reduced by the carpets and mats, natural seagrass ceiling tiles and the acoustic wall coverings. The centre does not have a current enrolment requiring wheelchair access. The centre has had an audit with appropriate recommendations which has been implemented during July 2016. The centre has purchased some equipment to assist children with additional

needs- wedge cushions for mat time.

The site security is ensured with self-closing gates and secure window locks. Fences are of adequate height and have been renewed during 2016. The main entrance door has a safety fence around it to create a second catchment area. Extra slide bolts have been installed on doors that may be opened by children- storeroom.

3.2

Educators have a strong belief that the natural environment builds children's competence and play based learning. It engages the children in the skills to develop an appreciation of the natural environment both at the kindergarten and at home and the world around us, it is important for the children to have an understanding of their human activity on the environment and ways that they can minimise their environmental foot print and contribute to a sustainable future.

By recognising the importance of the kindergarten feeling home-like and inviting for the children, families are encouraged to provide a family photo to display at the kindergarten which sparks many conversations between educators and children.

3.2.1

All furniture is movable and educators reflect on children's use of areas when planning the curriculum. The indoor and outdoor environments are organised to provide flexible environments for children, children's voice is incorporated in the development of the learning environments and children assist in the process of setting up or creating play experiences. Children and families are encouraged to contribute to loose parts play and STEM by providing resources relevant to the children's learning in all areas of the curriculum.

The indoor environment flows into the outdoor areas on the veranda and paved areas where there are tables and chairs and mats for art/craft activities, construction, painting, drawing/ writing clip boards, cars and blocks, books etc. Equally outdoor materials are at times brought inside to create large experiences- cubby houses, sand trays, giant building blocks.

The routine and timetable is divided into appropriate time lines, however at times it can be flexible to cater for individual and specific circumstances to extend children's involvement and expand play episodes for continuous learning. The routine may also be adapted to suit weather conditions to best suit children's needs.

The environment supports children's sensory development and a wide range of sensory activities are available across all areas. Some are specifically planned for, others occur spontaneously as a part of the child initiated curriculum. Children are allowed to take off their shoes in the sandpit (bees and ants are of concern in some areas of the yard); they climb trees in the bush garden; mud play in the Mud Kitchen and water in the sandpit is encouraged; and 'loose parts' are available for discovery and exploration throughout the garden areas- bark, rocks, sticks, seeds, gumnuts. The educators utilise natural resources and materials to support learning and awareness. Music and movement is encouraged and provided in both learning environments at all times.

To engage the children in learning about and exploring relationships with living things through observing, noticing and responding

to change the children are encouraged to engage with lifecycles e.g butterfly and help care for our stick insects, budgies, fish and insects in our natural environment.

3.2.2

Resources, materials and equipment in both the indoor and outdoor environments stimulate children's curiosity, explore, discover, experiment, take appropriate risks, use different tools and express meaning through all forms of media and visual arts. Nature play and loose parts allow children to explore literacy and numeracy concepts in a range of ways.

Children engage in nature play in a park adjacent to the kindergarten through a program 'play in the park'.

Educators ensure adequate resources are available for all children by planning for sufficient resources in all areas- climbing, obstacle course, sandpit adjuncts, table configurations, seating arrangements and general space allocations. Adjustments may be made throughout the session to accommodate developing interests and children are encouraged to assist with the process. The children are welcome to move chairs or equipment as desired as the environment is not static and controlled. Activities are offered at different heights to suit different learning styles, with a variety of chair sizes, heights of tables, floor mats, benches etc.

The Yakka Tracker oral language program is used to ensure that learning spaces in both the indoor and outdoor environment promotes positive use of oral language and engagement between educators and children.

There is a child initiated curriculum at all times and children are invited and encouraged to ask for resources and materials to meet their needs if these are not already available at the flexible work stations. Children can accompany an educator into sheds and storerooms to select items they want and need to complete and assist in their learning. Children problem solve, inquire and brainstorm to determine what they may need to complete their objectives. Educators encourage the multiple use of resources and are available to support the direction of the child's learning.

3.2.3

Some of the sustainable practices currently in place at the centre include- Water from the rain water tank is used to water pot plants and the veggie garden; self-stopping taps have been installed in the children's bathroom and removable taps are in 2 locations outside; the watering system for the garden operates at the most optimum times reducing evaporation; drip irrigation waters the new sensory garden beds; native species in the garden beds where possible; recycling bins inside support recycling of waste and organic materials.

Educators set heating and cooling temperatures to energy efficient settings and encourage children to adjust their comfort by removing or adding items of clothing. Educators model and assist children with clothing.

The children have a recycling station with 4 colour coded bins for waste located in a prominent position for effective use during session times and at snack times. Visual aids support the appropriate use of the bins by the children and educators assist children

as needed. Foods scraps are used for compost in the veggie garden and the Wormary. There are other large bins for recycling of paper or waste in several other inside and outside areas. (3.3.2)

The collage table is the perfect place for clean paper and cardboard waste from home and families, via the newsletters an social media are encouraged to support their child's learning and awareness by recycling here. Parents also supply pieces of wood for the children to use at the woodwork bench and loose parts for play both inside and outside

Children are engaged in gardening practice and techniques as a part of the ongoing sustainable curriculum by digging soil; adding compostable materials; planting seeds, seedlings, and plants; weeding; garden care- sweeping, raking; watering pots, garden beds and veggie garden; maintaining indoor plants and sensory garden maintenance.

Water conservation and awareness is maintained in the sandpit with absorption and evaporation being taught as the hose is maintained at a slow rate. Water is collected and used from buckets with care and attention to usage and wastage. Children collect water from rain puddles to use in their sandpit play and for watering plants. Rubber boots are available for children to enjoy and experiences the seasons- increasing awareness of climate changes and consequences. The U.V. is recorded daily to engage children with sun safe practices and awareness of the ozone.(3.3.2)

The kindergarten is a member of the Nature Education Centre and borrows animals and education kits regularly. The animals, adjuncts and the resources enhance the curriculum and awareness of the environment and sustainability. They also facilitate parent's interests and engagement with the children's learning.

Key improvements sought for Quality Area 3

Improvement plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
3.1	Cross ventilation	Better airflow within the indoor environment	L	DECD to provide more windows	Better air flow	2019	
3.1	Not being able to see in the carpark	Better visualisation for the carpark	L	More windows for carpark to be visible	Staff being able to see families / visitors in the carpark	2018-2019	
3.1.1	Soap dispensers / taps not child appropriate	Children to independently use taps / soap in one fluid motion.	M	Replace soap dispensers / taps in children's toilets	Children to be independent in using soap / taps to wash hands	Term two 2018	
3.2.2	Provide both incidental and planned STEM experiences	STEM learning evident in children's learning in particular technology	H	Work with children in all areas of STEM for them to gain a greater understanding.	STEM evident in all areas of the environment	Term Two 2018	
3.2.1	Inquiry based experiences in both the inside and outside environments	Inquiry based projects both individually and as a group	H	Work with children to develop their noticing, wondering and investigative skills	Children independent in guiding their own learning and to be able to solve problems independently	Term Four 2018	
3.2.1	The natural environment both inside and outside	The natural environment present in all forms of the environment	M	Loose parts, invitations and wondering experiences in all environments	All environments are inclusive of the natural environment.	Term Three 2018	

3.2.2	Children to explore and experiment with different forms of technology	Provide technology opportunities to children.	H	Children to engage with all forms of technology (I pads, cameras, smart board)	Technology in all forms are part of the environment.	Term Two 2018	
3.2.3	Be more water wise	Children to be responsible for the amount of water being used	M	Timer or container for children to self manage amount of water being used in the sandpit / mud kitchen	Children are aware of their environmental foot print and the amount of water being used.	Term Four 2018	
3.2.3	Children to take ownership of the vegetable garden.	Intentionally teach care of the vegetable garden.	M	Children to take ownership of compost bin, worm farm and choosing and caring for replanting of vegetables in the garden.	Children to feel proud of using the vegetable garden. Excursion to Little Sprouts Kitchen garden	Term Two 2018	
3.2.2	Ownership of resources purchased	Children to be engaged in the purchase of resources		Work with children on using resource catalogues to purchase new resources	Children to take ownership of resources	Term Four 2018	
3.2.3	Ensuring our environment is sustainable	Children to be aware of their environmental footprint	M	Minimise rubbish, share knowledge of sustainability with families. Inquiry project 'What happens to the rubbish?'	Children are confident in sharing their knowledge of sustainability.	Term Four 2018	



3.2.3	Become paperless with digital newsletters, notes etc	Reducing our footprint on the environment	H	Use the Skool bag App, e-mail, face book page to share newsletters, notices. No paper notes	Families receive all notes digitally in a number of forms	Term Three 2018	
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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. **Please note that a number of transitional and jurisdiction-specific regulations apply to staffing arrangements. Refer to Chapter 7 of the *Education and Care Services National Regulations* for more information.**

Quality Area 4: Standards and elements

Standard 4.1		
Standard 4.1	Staffing arrangements enhance children's learning and development.	
Organisation of educators	Element 4.1.1	The organisation of educators across the service supports children's learning and development.
Continuity of staff	Element 4.1.2	Every effort is made for children to experience continuity of educators at the service.
Standard 4.2		
Standard 4.2	Management, educators and staff are collaborative, respectful and ethical.	
Professional collaboration	Element 4.2.1	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
Professional standards	Element 4.2.2	Professional standards guide practice, interactions and relationships.

National Law and National Regulations underpinning Quality Area 4

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 4 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 51(2)	Conditions on service approval (FDC Coordinators)	4.1.1
Section 161	Offence to operate education and care service without nominated supervisor.	4.1.1
Section 161A	Offence for nominated supervisor not to meet prescribed minimum requirements	4.1.1
Section 162	Offence to operate education and care service unless responsible person is present	4.1.1
Section 163	Offence relating to appointment or engagement of family day care co-ordinators	4.1.1
Section 164	Offence relating to assistance to family day care educators	4.1.1
Section 164A	Offence relating to the education and care of children by family day care service	4.1.1
Section 169	Offence relating to staffing arrangements	4.1.1
Section 269	Register of family day care educators, co-ordinators and assistants	4.1.1
Regulation 117A	Placing a person in day-to-day charge	4.1.1
Regulation 117B	Minimum requirements for a person in day-to-day charge	4.1.1
Regulation 117C	Minimum requirements for a nominated supervisor	4.1.1
Regulation 118	Educational leader	4.1.1

National Law and National Regulations		Associated element
Regulation 119	Family day care educator and family day care educator assistant to be at least 18 years old	4.1.1
Regulation 120	Educators who are under 18 to be supervised	4.1.1
Regulation 123	Educator to child ratios – centre based services	4.1.1
Regulation 123A	Family day care co-ordinator to educator ratios—family day care service	4.1.1
Regulation 124	Number of children who can be educated and cared for – family day care educator	4.1.1
Regulation 126	Centre-based services – general educator qualifications	4.1.1
Regulation 127	Family day care educator qualifications	4.1.1
Regulation 128	Family day care co-ordinator qualifications	4.1.1
Regulation 130	Requirement for early childhood teacher – centre-based services – fewer than 25 approved places	4.1.1
Regulation 131	Requirement for early childhood teacher – centre-based services – 25 or more approved places but fewer than 25 children	4.1.1
Regulation 132	Requirement for early childhood teacher – centre-based services – 25-59 children	4.1.1
Regulation 133	Requirement for early childhood teacher – centre-based services – 60 to 80 children	4.1.1
Regulation 134	Requirement for early childhood teacher – centre-based services – more than 80 children	4.1.1
Regulation 135	Early childhood teacher illness or absence	4.1.1
Regulation 136	First aid qualifications	4.1.1
Regulation 143A	Minimum requirements for a family day care educator	4.1.1

National Law and National Regulations		Associated element
Regulation 143B	Ongoing management of family day care educators	4.1.1
Regulation 144	Family day care educator assistant	4.1.1
Regulation 145	Staff record	4.1.1
Regulation 146	Nominated Supervisor	4.1.1
Regulation 147	Staff members	4.1.1
Regulation 148	Educational leader	4.1.1
Regulation 149	Volunteers and students	4.1.1
Regulation 150	Responsible person	4.1.1
Regulation 151	Record of educators working directly with children	4.1.1
Regulation 152	Record of access to early childhood teachers	4.1.1
Regulation 153	Register of family day care educators, co-ordinators and assistants	4.1.1
Regulation 154	Record of staff other than family day care educators, family day care co-ordinators and family day care educator assistants	4.1.1

Quality Improvement Plan for Quality Area 4

Summary of strengths for Quality Area 4

Strengths

4.1

Educators make it a priority to ensure that they know all children's names and families. They acknowledge the important role families have in their child's life, the preschool community and the wider community.

Regular staff meetings provide educators opportunities to discuss, debate and provides opportunities for all educators to critically reflect. This enhances children's wellbeing, learning and development.

4.1.1

There are 7 educators who work with the children at Lantana Kindergarten. The centre has a full time Director and a full time Teacher, 1 .2 Universal Access teacher, 2 part time Early Childhood Workers (ECW's) and a full time Occasional Care coordinator. Some staff have dual roles. The centre operates under the DECD Human Resources (H.R.) standards and maintains a 1:10 educator to child ratio as a category 1 site. The diversity of the selected staff team supports the needs of the centre. The support workers are allocated according to need by the Special Educator in liaison with the Director to ensure that all individual children's special and specific needs are met. Additional funding is provided to the service for this purpose.

The teaching staff have Bachelor of Early Childhood Education Degrees or equivalent or the Diploma in Teaching (Early Childhood Education) and are registered with the Teacher Registration Board of S.A. The Early Childhood Workers working at this site have a minimum Certificate 3 in Child Studies and have been approved to work for DECD.

All staff, and visitors, sign in and out to confirm who is in attendance and on site, and who is the certified supervisor. Verification of all appropriate documents is acknowledged daily by each individual staff member on the sign in register.

The bi-lingual assistants support the educators, children and families with communication and comprehension of centre policies and practice, and are vital in maintaining good relationships.

Educators at the site have the required first aid qualifications, responding to Abuse and Neglect training updates and relevant clearances to work with children. The director utilises a HR Maintaining training certificates web application to monitor expiry dates.

The routine and timetable has been planned to ensure that children are adequately supervised at all times, including when lunch care staff are on their lunch breaks. To maintain consistency the same routines operate M-Th, with some changes on Friday mornings as required when 2 sessions of Occasional Care are in operation at once (Over 2's and Under 2's). The Staff roster has been developed and is displayed at front entrance.

Photos of all staff, and their role, is on display at both entrance points and above the Fees Box.

4.1.2

To provide continuity of care and staff for the children, where possible the same relief staff (both teachers and ECW's) are used for relief work, this provides both the children and staff acknowledgment of relationships that are formed.

4.2.1

The Lantana Kindergarten philosophy guides the centre practice, along with policies, Code of Conduct, DECD Code of Ethics, Governing Council Constitution, National Regulations and National Quality Standards.

Professional inquiry occurs both at staff meetings and through working as a team to participate in the Learning Design and Moderation (LDAM) and the Learning Design and Reflection (LDAR) projects.

The staff team has a culture of high expectations, high quality practice and ongoing improvement. The team develops shared, transparent values and directions and sets goals and targets for the year based on a process of self-reflection and evaluation. This is reflected in the Quality Improvement Plan. Educators use data collected from the children as learners, RRR data, parent feedback surveys and opinion surveys, governing council reports and Partnership directions to guide the improvement of the site and its learners.

Induction for all staff, including new staff, aims to familiarize them with the site and policies. In particular the needs of the children, families, the routines and emergency processes and Work Health and Safety (W.H.S.) issues and requirements. W.H.S. Staff notice board in Office. (4.2.1)

The Dealing with Concerns and Grievances policy is developed, monitored and maintained with regular updates. It is included in the staff Induction process. Employees are made aware of the Employee Assistance Program, with information displayed on the WHS noticeboard.

The DECD Parent guide to raising a concern or complaint is made available to families via the Information Booklet and kindergarten website (4.2.1).

Educators are engaged in a process of Performance Development during term 1 & 4 with formal discussions and written feedback provided. Spontaneous and reflective feedback is also provided incidentally, as required and requested.

4.2.2

Staff are invited to attend, are made aware of and identify training and professional development opportunities that link to the centre's Improvement Plan. They keep records and reflections of their professional development.

The centre utilizes and encourages staff to develop their skills based on their interest, skills and affiliations. Workloads are monitored and distributed collaboratively, being based on how often staff work, non-contact allocations and job responsibilities

Professional Development opportunities are made known through each staff's In tray, in the diary (Day Book), in the T&D folder next to the diary or in person by the Director. The director notifies all staff of all opportunities to gain training in the

centre's priorities. The closure days are for whole staff teams to work together towards professional development which will have a direct impact of the improvement of the site policy and practice. Peer support, modelling and expertise sharing is highly valued and implemented, especially when a staff member can share what they have learnt and feel is valuable from a professional training with the rest of the team. This can impact positively on pedagogical change.

The staff attend a fortnightly staff meeting which includes WHS, focus children reflective evaluations and curriculum planning. Other directions, interests, events and issues are also discussed and actions are agreed upon to address these. The NQS Review and Improvement Cycle is also on the agenda at these meetings as the staff reflect and evaluate their current and future plans and objectives for the centre.

The centre staff team of 7 work collaboratively together to deliver best practice based on quality teaching and powerful learning. They are guided by a respectful ethos of support, camaraderie and shared goals. Particular awareness is given to support staff who are working with challenging children who have special or specific needs including developmental, language/ communication, behaviour or disabilities. Staff are encouraged to feel comfortable and to seek support from each other without judgement, to take a break and take turns with challenging children. Attention, care and support is also extended to educators' physical conditions, abilities and family and cultural considerations. The centre culture for staff maintains confidentiality and privacy whilst being supportive and respectful. When possible working hours and rosters take into consideration personal needs to accommodate staff by being flexible and negotiable.

Educators celebrate and acknowledge each other's achievements, and family and cultural events. An end of term lunch and coffee meetings are organised to enable staff to connect with each other outside of their work environment and to reflect and acknowledge the worthwhile work they all do.

Key improvements sought for Quality Area 4

Improvement plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
4.1.2	Ensure regular TRT's are utilised. Families are aware of new staff	Regular TRT's are used for continuity of staff for all children	M	'Who's here' board Regular TRT list is distributed to all staff.	Children are aware of regular staff members.	Term Four 2018	

Quality Area 5: Relationships with children

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

Quality Area 5: Standards and elements

Standard 5.1		
Respectful and equitable relationships are maintained with each child.		
Positive educator to child interactions	Element 5.1.1	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
Dignity and rights of the child	Element 5.1.2	The dignity and the rights of every child are maintained.
Standard 5.2		
Each child is supported to build and maintain sensitive and responsive relationships.		
Collaborative learning	Element 5.2.1	Children are supported to collaborate, learn from and help each other.
Self-regulation	Element 5.2.2	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

National Law and National Regulations underpinning Quality Area 5

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 5 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 166	Offence to use inappropriate discipline	5.1.1, 5.1.2, 5.2.2
Regulation 155	Interactions with children	5.1.1, 5.1.2, 5.2.2
Regulation 156	Relationships in groups	5.2.2

Quality Improvement Plan for Quality Area 5

Summary of strengths for Quality Area 5

Strengths

5.1

Educators are aware of the importance to ensure we provide close, secure relationships to ensure that all children feel that they belong. Constructive everyday interactions are provided for the children through engagement of the Playful Literacy project through the use of story tables and small world play.

5.1.1

Through positive interactions between educators and children educators view each child as capable and competent learners. We believe that the development and maintenance of positive and caring relationships between educators, children and families is of vital importance at Lantana Kindergarten. We are responsive to the individual children's needs and our interactions are respectful at all times, considering the Rights of the Child as paramount. Children are actively listened to and consultation occurs respectfully to meet their needs.

*There is an emphasis on developing a feeling of belonging at the centre for each child, and their family, as each child is valued. Children are able to choose a special place where they can place their belongings, knowing that they are safe and secure, and where they are able to access them freely and independently at all times.

*Children are warmly greeted by name by the educators upon arrival and their immediate needs are supported i.e. with separation, attending to their interests and social introductions.

*Support from specific staff may also include Bi-lingual support where children and their families can converse in their home language, or within friendships groups with the support of an assistant to interpret and clarify in their home language (Vietnamese, or Indian dialects). Communication with families is encouraged and the bilingual support programme is inclusive of cultural experiences with resources, newsletters and information being translated when required. Parents may also be phoned if needed and spoken with in their home language to assist with clarification of special circumstances i.e. sick child, preschool expectations- lunch care, collection times.

*There is also assistance from Special Needs Educators for children and their families i.e. Autism Spectrum Disorder (ASD) children may need specific help upon arrival to settle with a known toy or area of interest. The use of visuals, modelling, signing and positive feedback reinforces successful communication. This close attention reassures the child and the family that their child's needs are being met and catered for with care.

*Children's achievements are acknowledged and important news and events for individual children are celebrated i.e.

holidays, new pet, birthdays, marriages, new home, new baby, visiting Grandparents.

Through the use of the Playful literacy project in particular story tables, children extend their learning and stories through extending the stories, choosing stories and resources for tables and resetting the environment.

* During spontaneous and planned experiences educators make the time to listen to children and engage with them in individual conversations and meaningful discussions that support the child's learning and active involvement. They create a welcoming learning environment that is warm, relaxed and inviting to the child which is considerate, kind, encouraging and focused on wellbeing.

Meaningful and open ended communication is encouraged that reflects individual development. Children freely share their thoughts, ideas, stories and hypothesise during free play times, and at group times, and this has a direct impact on the child initiated curriculum which takes place regularly throughout the day. It is also recorded and information is discussed at staff meetings to plan for the next fortnights programme.

*Individual Learning Plans (ILP's) are developed to ensure that the inclusion of children's specific needs are planned for, reflected upon and evaluated. Support workers retain data and evidence of children's interests, involvement and engagement in learning.

*Our interactions support and reflect our knowledge of child development and the attainment of skills and dispositions that support life- long learning. The use of small group times in 2016 will encourage deeper and stronger relationships with children and learning opportunities will be scaffolded to challenge and encourage independence, problem solving and the development of resilience, with specific opportunities for risk taking and self-discovery. Staff are supportive, comforting and acknowledge all children's efforts at all times. Achievements of success are valued as much as those that are being 'worked towards'. 'Giving-it-a-go' is valued, with a positive and supportive attitude of 'not yet' as we work towards attainment of new skills and engagements with new and unfamiliar situations.

5.1.2*The dignity and rights of children are maintained through positive interactions and consistent behaviour management processes. *The children are supported to and acknowledged for making positive choices when faced with difficult or conflicting situations.

*The Early Years Learning Framework states that educators remain 'patient, gentle, calm and reassuring even when children strongly express distress, frustration or anger'. Staff teams support each other when required during times of high stress so that the rights of children are maintained.

* Help with toileting, and the changing of nappies or clothing is carried out in a positive and supportive manner, with all incidents recorded, witnessed and parents informed verbally or in writing as necessary.

Educators spend time to discussing the concept of emotions both incidentally, in group time and in conversations to enhance each child's sense of identity and develop skills to self regulate.

5.2

The environment at the kindergarten reflects the children's sense of belonging and is warm and caring. The children are supported to feel secure, confident and included in their preschool by the educators who:

Reinforce, acknowledge and accept all individual attempts, efforts and achievements in participation and involvement regardless of skill level and abilities, whereby building on a child's self-worth, positive self-image and sense of wellbeing.

Get down to the child's level and present a friendly, smiling and happy demeanour as they engage in direct eye contact with each child to foster connection. They acknowledge and respond sensitively to children's attempts to initiate interactions, they support children in times of change, and are emotionally available. They listen with care and support as children express their thoughts and feelings, especially in times of distress, fear or discomfort and provide ongoing due care if these take time to resolve. Social stories, with 'happy snaps', support children who are very reluctant to develop new bonds.

Support children as individuals, and within small groups, to work collaboratively, collectively and cooperatively whilst encouraging positive relationships with a feeling of connectedness, harmony and friendship. This fosters a personal sense of belonging and being a part of a good place. They have their own Profile Folder with their name and photo on it and can access these themselves at all times and also share it with their family and friends. Their creative and group time work is displayed around the centre and photographic evidence of their engagement is also on display, often including 'child's voice'. Children are the feature of the weekly or fortnightly Curriculum Overviews which are on display at all times and also in profile folders.

Planning to meet the needs of all children by providing opportunities for small group times, daily, with an educator to provide explicit instructions and skills attainment opportunities and small group discussions and information sharing.

Consideration also based on specific and special needs with specialist educators engaged within the program- bi-lingual assistance, additional needs, learning challenges, social connections, developing behaviour disciplines, and additional support from specialised services- Occupational Therapists, Psychologist, Speech Pathologists, Physiotherapists

Acknowledge and maintain the children's culture and home language at the preschool with opportunities for children to effectively communicate in their home language with Bi-Lingual Support available, inclusion of additional languages into the learning context via scripts, songs, stories, visitors to the centre, pictures, books, movies, web access to the world. Plan events to celebrate and acknowledge the richness of cultural diversity i.e. Harmony Day, Chinese New Year, NADOC and Reconciliation Week.

Accommodate the needs of individual families by supporting, acknowledging and accepting flexible arrangements for start times, early pick up times, accept the kind of and variety of foods parents wish to provide for lunch care and suitable clothing/shoes for play. Where possible make the expectations of the centre fit the child, not the child to fit the expectations- provide snacks for children who do not have adequate/suitable food, provide clean hats for outside play, spare clothes for warmth or changes

Maximise orientation opportunities to help new children and families become familiar and comfortable at the centre. Parents are invited to stay and play with their child or watch their child as they get to know the setting and the educators better, hence developing a sense of trust and security in knowing that their child will be well cared for, listened to and nurtured. The centre is prepared and ready for the children prior to the start of session so that the needs of the children can be immediately addressed when they first arrive and staff are on hand to support, assist, suggest and accommodate their needs and available to exchange information with parents or carers. Separation anxiety is handled sensitively and with close collaboration with parents. Follow up phone calls or txt with a photo, is sent for reassurance or to make future plans, are provided as needed.

Once the group has settled and the inside/outside program really begins the educators respond to the children's interests and needs by adding to or modifying the curriculum activities as requested, suggested or wanted by the children

5.2.1

Children are introduced to a consistent sessional routine that assists with a sense of knowing what to expect and where they belong within it. The clear boundaries and expectations provide children with a sense of safety and security as they play and learn. They develop an awareness that the educators will care and protect them within the new busy, noisy and unfamiliar context that is not like their home. The educators are welcoming, friendly, happy, and have a sense of fun and enjoyment about being at preschool.

Children are encouraged to initiate collaborative inquiry based learning projects are engaged in through researching, planning, problem solving and shared decision making. This supports the children's learning in a fair, consistent way that supports collaboration and team work.

The children are supported to build and maintain significant and meaningful relationships with others by the educators who provide activities and experiences that foster and encourage cooperative and collaborative play. We empower children to help each other (peer scaffolding). Team projects enable many children to successfully work towards a shared goal i.e. building the bamboo hut, constructing the obstacle course together every day, caring for the garden and the animals from the Nature Education Unit. RRR Inquiry project has focused on the relationship Scales during 2017.

Educators model appropriate language and behaviours during play based learning, group times, lunch and snack times, questioning, problem solving, conflict resolution, negotiation, discussions, excitement, emergencies and accidents. They explicitly talk about, listen to and brainstorm with children about the appropriate ways of acting and behaving when feeling different emotions. They teach life skills and empowerment strategies which enable children to have a voice and express themselves when they experience inappropriate and negative behaviours ("Stop, I don't like it." "Do not touch me." "Please use your talking voice.") They empower children to seek support and help from educators to intervene, assist, support and protect them as the child (not the adult) deems necessary.

The physical learning environment is designed to encourage and facilitate positive interactions with a mix of active and quiet areas inside and outside. There is adequate equipment, materials, activities and resources for the number of children attending.

The timetable enables children to engage in extended learning and child initiated play both inside and outside, for long uninterrupted periods. In the morning there are explicit teaching opportunities within small group times when the children are most alert. In the afternoon session children can return to their earlier projects for continuation of learning and engagement without interruption. The afternoon group time is shorter, with no break away small groups which require greater focus and concentration, as the children can be tired and may choose to engage in quieter activities of their choosing as they wind down. These routines are always flexible to respond to the needs of the children or the events that may unfold for the day-including taking into account the weather conditions, unexpected visitors, or special occasions.

5.2.2

Children are supported to manage and take responsibility for their own behaviour. We explicitly teach positive behaviours and discuss with children the consequences of their behaviours i.e. making friends, and the impact their behaviour can have on others i.e. hurting their feelings and making them feel sad. Child voice provides a powerful message to other children and families about appropriate and desired behaviour in a group context, along with encouragement to openly talk about their feelings and how this affects their consequent behaviour. Children are effective in supporting and mentoring each other with behaviour, and educators support this.

Along with discussions and group time experiences educators use books, pictures, puppets, modelling, visual cues cards, brainstorming 'rules' and explicit teaching about feelings and emotional control. Life discipline skills are developed.

Educators are consistent in their approach and support each other in the management of children's behaviour, taking turns with children who are demonstrating aggressive and out of control behaviours. They record incidents and discuss their concerns with parents, developing a behaviour management plan when required offering guidance, support and suggestions. This provides the child with collaborative and consistent expectations between home and preschool.

Children with special needs have individual learning plans that have clear specific goals that are achievable.

At Lantana Kindergarten during the Child Protection Curriculum we explicitly teach feelings, learn how to be appropriately assertive, encourage the expression of our needs and feelings and use appropriate communication. We provide an inclusive program. We use positive language and gestures. We are reassuring when dealing with inappropriate or frustrated behaviours. We acknowledge and discuss issues with families. We acknowledge and respect family circumstances.

Key improvements sought for Quality Area 5

Improvement plan

Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
5.1.1	Engagement for all children	Ensure that all children are engaged and educators are equitable to all children	M	Engage with all children in on all levels	Children feel valued by all educators.	Term Four 2018	
5.1.1	Child initiated curriculum with open access to equipment	Educators are supportive of children in all areas of learning	H	Open ended shelves for children to access resources of their choice	Children uses their own initiate to choose resources relevant to their learning	Term Three 2018	
5.1.2	Staff engagement Kids Matter	Further develop professional knowledge of the Kids Matter curriculum / program	M		All staff confident in implementing the Kids Matter Curriculum		

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 relationships with families are developed and maintained and families are supported in their parenting role.	
Engagement with the service	Element 6.1.1	Families are supported from enrolment to be involved in the service and contribute to service decisions.
Parent views are respected	Element 6.1.2	The expertise, culture, values, beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
Families are supported	Element 6.1.3	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
Standard 6.2	Collaborative partnerships enhance children's inclusion, learning and wellbeing.	
Transitions	Element 6.2.1	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
Access and participation	Element 6.2.2	Effective partnerships support children's access, inclusion and participation in the program.
Community engagement	Element 6.2.3	The service builds relationships and engages with its community.

National Law and National Regulations underpinning Quality Area 6

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 6 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 175	Offence relating to requirement to keep enrolment and other documents	6.1.3, 6.2.1
Regulation 157	Access for parents	6.1.1

Quality Improvement Plan for Quality Area 6

Summary of strengths for Quality Area 6

Strengths

6.1

Educators recognise and acknowledge that family is the most important influence in a child's life and working with families provide the child a supportive learning environment where they feel supported and valued. This is achieved through open ended communication with families.

Educators are welcoming and flexible when parents arrive to enrol their child. Enrolment Packs are available. Formal and informal enrolment practices are made available as the families may prefer. The opportunity to access bi-lingual support is also provided as required. Parents are encouraged to discuss their child's strengths, interests and learning styles, as we acknowledge that all children and families commence at our centre with prior learning, knowledge and experiences and that the parents have been the child's first teachers.

6.1.1

Educators recognise the busy life's of each family. Given that understanding communication is achieved in many ways including newsletters, informal conversations, children's portfolios, face book, Skool Bag App, QKR app and text messages to share news and highlights of children's learning throughout the day.

During the term prior to a child commencing preschool a series of Enrolment and Orientation sessions, both during the day and late afternoon (5-6p.m.), are provided for all new families to attend. These are given by the Director, with some staff attending to support the children who may also attend.

The centre provides a "Meet and Greet" event for all new children and families at the end of the year. The centre capacity does not accommodate pre entry sessions at this time, however children not yet attending the preschool

Flexibility for new children and families when they first commence preschool, (or at other times of adjustment or distress) is provided for all children and families as may be needed- parents are supported to stay to help their child settle in, attachment and bonding awareness is supported and provided, developing a child's resilience is supported, social stories are made to link the home and preschool, favourite toys from home may support a child who is distressed, they may also pick up early or drop off late, they may adjust their attendance sessions when there are appropriate vacancies for them to do so i.e. 5 a.m. sessions, attending full days. Providing specific resources to meet the child's interests or assisting with social connections.

6.1.2

Families are encouraged to share their knowledge, skills and expertise as well as their culture and family life with the children through cooking experiences, various types of media including dancing.

We encourage parents to participation and to feel that they have a positive role in the program- staying to join in with their child, joining in or helping at special events (Harmony day, Fruit salad Day, End of term celebrations, Discos, Movie night) and attending special days – “Play in the Park”. They provide ‘Parent Voice’ in a variety of ways- by writing in the Community Floor Book, by adding their comments to the “Powerful Learners” folder for their child and by responding to regular invitations in the newsletters. This ‘open door’ at the centre welcomes all parents and extended families to share in the child’s learning. The suggestion box enables families to contribute their ideas to the curriculum.

We support children and families with a range of family situations i.e. Offering 2 newsletters for separated families, reports, connections via e-mails.

Parents are made aware of the centre policies when they enrol and have this opportunity to discuss any details they may wish to share at this time about their child's specific needs.

They are also made aware of and invited to join or attend meetings of the Governing Council the purpose of which is described in the Information Booklet. The Governing Council supports decision making at the centre. Meetings are held twice a term. An open Annual General Meeting is held once a year to share the year’s reports about progress, decision making and finance. Minutes are taken at all meetings and are kept as a record of decisions made at the centre.

The Governing Council Chairperson attends the orientation meetings when possible to talk with new parents- explaining the processes of formal decision making for the preschool & the benefits of becoming a council member.

The expertise of families is recognised and families have the opportunity to provide specific information about their interests and cultural traditions during the first term via the ‘Identity web’ which is then displayed and later placed in the child’s Profile Folder. There are also Feedback questionnaires each term where a variety of specific questions provide the opportunities for families to communicate their expectations and thoughts about their child’s learning journey to staff. These are kept in the child’s profile folder which is available to all children and families at all times.

Educators are readily available at the start, during and the end of each session to informally chat, discuss and inform parents and carers about the child’s engagement, involvement and learning that day. This open and relaxed sharing of information helps to develop and maintain positive and real relationships with families. More formal appointments are made when and as required to discuss any concerns or to share specific information with parents i.e. special needs, behaviour plans.

The concerns of all parents are responded to with care and genuine interest, immediately, with respect to privacy and confidentiality. Issues are addressed and feedback is given as soon as possible to resolve and console anxiety. Changes are made where practicable or further information is sort as may be required. Further follow up meetings with parents and additional staff are arranged by the Director as may be deemed necessary. Mediation is provided if concerns are not

placated and resolved. The centre policy on Grievance-Conflict resolution supports these practices.

6.1.3

Information booklets in enrolment packs are available for all enquiries about the centre and the services provided. Information is shared with families around support services available- including bilingual support and disability services. Confidentiality is maintained and respected at all times.

We communicate in a range of ways with families i.e. verbally (bi-lingual as required), through newsletters, display boards, surveys, power point presentations showing children's day; Governing Council members, communication books (if needed for children who attend child care or family day care), meetings, phone calls, e-mails, Facebook and the centre web page.

The curriculum is displayed along with the Early Years Learning Framework (EYLF) information and references to the Outcomes that are the current focus. There is a planned Termly Overview and a fortnightly programme that is generated as a part of the cycle of planning at staff meetings. The display includes the Child Initiated Curriculum activities, which are also highlighted in the Curriculum Floor Book.

We provide information about community services that families can readily access i.e. leaflets, notice boards.

The Community Development Coordinator also provides information on a range of services as required.

6.2.1

Family cultural celebrations are acknowledged, included in curriculum planning and celebrated at the preschool i.e. Chinese New Year, Harmony Day, National Sorry Day, Reconciliation Week, NADOC, Diwali, Ramadan, International Children's Day, Peace Day, Remembrance Day and Christmas. Children are engaged in a wide and varied range of opportunities and experiences including- dressing up in traditional costumes; cooking cultural foods with respect given to specific dietary needs- vegetarian, halal, no pork; sharing cultural foods from around the world; henna hand painting; indigenous activities and musical experiences.

Expertise of families is recognised and respected. They share in decision making about their child's learning and wellbeing through informal discussion, learning stories, feedback sheets in Profile folders and Statement of Learning responses. More formalised consultation and decision making occurs at Governing Council meetings which all families are regularly invited to attend. Parents are invited to join in all additional experiences at the centre- excursions/incursions and special events.

6.2.3

Parent Information Sheets are available on a wide range of topics and are also provided for specific and special incidents

when issues may be pertinent for parents. Translations into Vietnamese of Curriculum information, Policy and health information is available on notice boards and displays, and as required by families.

To support individual children the centre networks with a range of agencies to develop a strong understanding of children's needs. These include Talking Matters, Learning at Home, CAHMS, Head Start, Autism SA, Gordon Mackay (speech) and a range of DECD support services.

Continuity of Learning and Transition visits with local schools- particularly within the Hollywood Lakes and Gardens Partnership, are organised with families as schools provide information which the preschool makes available to families.

Children who are identified with special rights will have special referrals, and are supported with individual programs in consultation with therapists, review meetings with parents, DECD Special Educator and relevant therapists and future schooling personnel. Where and when appropriate schooling options are discussed, special options are applied for and preschool support staff may attend school with the child on initial transition visits or as required. (6.2.2) (6.3.3) (6.3.4)

Children requiring special support (i.e. behaviour management plans) have meetings between families and educators and information sharing sessions with parents and across agencies as identified and required. These may commence as required during the preschool year and prior to school start date.

The centre has inclusive practices for all children, that are developmentally appropriate, using play based resources. We ensure our centre is safe and nurturing for all children. ILP's are developed by the Director and Support Workers work with individual children to assist and support the child's learning journey. This information, data and evidence is available to families and supports the child as they transition to school. It also informs the Statement of Learning.

Several local high schools have Year 10 work experience students attend to do their placement at the centre.

Key improvements sought for Quality Area 6

Improvement plan

Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
6.1.1	Communicating and engaging with local feeder schools	Work with the schools to provide a smooth transition program	M	Work with the schools to create a buddy system with the reception classes	A smooth transition program for all children	Term Four 2018	
6.1.1	Clarifying fee structure and expectations of families	Families to have a clear understanding of expectations	M	Parent / family open night Opportunity to discuss any issues with families	Families to be aware of policies, curriculum Facebook to keep families are up to date.	Term One 2018	

Quality Area 7: Governance and Leadership

This quality area of the *National Quality Standard* focuses on effective leadership and governance of the service to establish and maintain quality environments for children’s learning and development. Effective leaders establish shared values for the service that reflect the service context and professionalism and set clear direction for the service’s continuous improvement. Governance refers to the systems in place to support effective management and operation of the service, consistent with the service’s statement of philosophy.

Quality Area 7: Standards and elements

Standard 7.1		Governance supports the operation of a quality service.
Service philosophy and purpose	Element 7.1.1	A statement of philosophy is developed and guides all aspects of the service’s operations.
Management systems	Element 7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service.
Roles and responsibilities	Element 7.1.3	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.
Standard 7.2		Effective leadership build and promotes a positive organisational culture and professional learning community.
Continuous improvement	Element 7.2.1	There is an effective self-assessment and quality improvement process in place.
Educational leadership	Element 7.2.2	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
Development of professionals	Element 7.2.3	Educators, co-ordinators and staff members’ performance is regularly evaluated and individual plans are in place to support learning and development.

National Law and National Regulations underpinning Quality Area 7

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 7 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 21	Reassessment of fitness and propriety (provider approvals)	7.1.2
Section 51(2)	Conditions on service approval (FDC co-ordinators)	7.1.2, 7.1.3
Section 56	Notice of addition of nominated supervisor	7.1.2
Section 56A	Notice of change of a nominated supervisor's name or contact details	7.1.2
Section 161	Offence to operate education and care service without nominated supervisor	7.1.2
Section 161A	Offence for nominated supervisor not to meet prescribed minimum requirements	7.1.2
Section 162	Offence to operate education and care service unless responsible person is present	7.1.2
Section 162A	Persons in day-to-day charge and nominated supervisors to have child protection training	7.1.2
Section 163	Offence relating to appointment or engagement of family day care co-ordinators	7.1.2, 7.1.3
Section 164	Offence relating to assistance to family day care educators	7.1.2
Section 164A	Offence relating to the education and care of children by family day care service	7.1.2, 7.1.3
Section 165	Offence to inadequately supervise children	7.1.2
Section 166	Offence to use inappropriate discipline	7.1.2

National Law and National Regulations		Associated element
Section 167	Offence relating to protection of children from harm and hazards	7.1.2
Section 168	Offence relating to required programs	7.1.2
Section 169	Offence relating to staffing arrangements	7.1.2
Section 170	Offence relating to unauthorised persons on education and care service premises	7.1.2
Section 171	Offence relating to direction to exclude inappropriate persons from education and care service premises	7.1.2
Section 172	Offence to fail to display prescribed information	7.1.2
Section 173	Offence to fail to notify certain circumstances to regulatory authority	7.1.2
Section 174	Offence to fail to notify certain information to regulatory authority	7.1.2
Section 174A	Family day care educator to notify certain information to approved provider	7.1.2, 7.1.3
Section 175	Offence relating to requirement to keep enrolment and other documents	7.1.2
Section 188	Offence to engage person to whom prohibition notice applies	7.1.2
Section 269	Register of family day care educators, coordinators and assistants	7.1.2
Regulation 31	Condition on service approval-quality improvement plan	7.2.1

National Law and National Regulations		Associated element
Regulation 55	Quality improvement plans	7.2.1
Regulation 56	Review and revision of quality improvement plans	7.2.1
Regulation 158	Children’s attendance record to be kept by approved provider	7.1.2
Regulation 159	Children’s attendance record to be kept by family day care educator	7.1.2
Regulation 160	Child enrolment records to be kept by approved provider and family day care educator	7.1.2
Regulation 161	Authorisations to be kept in enrolment record	7.1.2
Regulation 162	Health information to be kept in enrolment record	7.1.2
Regulation 163	Residents at family day care residence and family day care educator assistants to be fit and proper persons	7.1.2
Regulation 164	Requirement for notice of new persons at residence	7.1.2
Regulation 165	Record of visitors	7.1.2
Regulation 166	Children not to be alone with visitors	7.1.2
Regulation 167	Record of service’s compliance	7.1.2
Regulation 168	Education and care service must have policies and procedures	7.1.2
Regulation 169	Additional policies and procedures—family day care service	7.1.2

National Law and National Regulations		Associated element
Regulation 170	Policies and procedures to be followed	7.1.2
Regulation 171	Policies and procedures to be kept available	7.1.2
Regulation 172	Notification of change to policies or procedures	7.1.2
Regulation 173	Prescribed information to be displayed	7.1.2
Regulation 174	Time to notify certain circumstances to regulatory authority	7.1.2
Regulation 174A	Prescribed information to be notified to accompany notice	7.1.2
Regulation 175	Prescribed information to be notified to regulatory authority	7.1.2
Regulation 176	Time to notify certain information to regulatory authority	7.1.2
Regulation 176A	Prescribed information to be notified to approved provider by family day care educator	7.1.2
Regulation 177	Prescribed enrolment and other documents to be kept by approved provider	7.1.2
Regulation 178	Prescribed enrolment and other documents to be kept by family day care educator	7.1.2
Regulation 179	Family day care educator to provide documents on leaving service	7.1.2
Regulation 180	Evidence of prescribed insurance	7.1.2
Regulation 181	Confidentiality of records kept by approved provider	7.1.2

National Law and National Regulations		Associated element
Regulation 182	Confidentiality of records kept by family day care educator	7.1.2
Regulation 183	Storage of records and other documents	7.1.2
Regulation 184	Storage of records after service approval transferred	7.1.2
Regulation 185	Law and regulations to be available	7.1.2
Regulation 344 Tasmania	Working with vulnerable people registration – staff members	7.1.2
Regulation 358 Victoria	Working with children check to be read	7.1.2
Regulation 359 Victoria	Criminal history record check to be read and considered	7.1.2

Quality Improvement Plan for Quality Area 7

Summary of Strengths

Strengths

7.1

The educators see the importance of responding to and learning from incidents, complaints and feedback from families to further strengthen the connection between educators and children while recognising the unique geographical, cultural and community context of the service.

7.1.1

The services philosophy is a working document that is reviewed regularly by educators as the pedagogy of the service evolves. The philosophy and continuous improvement plan is a continuous improvement approach. The service philosophy is ratified by the Governing Council on a yearly basis.

7.1.2

There is a Staff Induction process at the centre and staff are provided with information to guide them through the DECD Induction procedures.

The immediate informing of first aid policy and practise and emergency procedures are undertaken along with daily site inspection and Work Health and Safety risk assessments and hazard management. Procedures appropriate to an area are displayed in that area (e.g. nappy change table with procedure displayed, use of photocopier).

Duty of Care is of paramount importance and all staff must demonstrate due diligence at all times to ensure the care and safety of all children and adults at the centre. Staff openly communicate as they move in and around the centre to ensure that all possibilities are taken into consideration. They support each other in maintaining a safe and risk free environment for themselves, as well as the children in their care. This positive collegiate relationship ensures that a no-blame, stress free and relaxed energy permeates the centre to provide the best learning environment for all children.

All educators working with the children are fit and proper. Staff have an authority to teach/ work in the centre by DECD which indicates all requirements to work have been met by DECD. A current DCSI is maintained for ECW's. Governing Council members, outside agencies and volunteers. Current Teacher's Registration Board is required for all teachers.

7.1.3

Every effort is made to promote the continuity of educators and coordinators. There are 3 full time staff and 7 part time staff who, when possible or practicable, are employed to do a variety of roles i.e. Early Childhood Workers who also provide either Preschool Support Work, Bi-Lingual support or Lunch Care. The relief staff are consistently employed when available so that they get to know the centre, the children, the staff, routines, expectations etc. These additional staff then effectively become part of the extended team and add to the cohesion and familiarity of the educators for the children and the families. Detailed staff rosters, with identification photo's are in place at the entrance to inform parents/carers and children of "Who's here today?" This assists with familiarity and helps the children to learn the educators' names.

Clear goals and expectations for teaching and learning are reinforced and supported. A strong work ethic is expected along with a professional commitment to the shared workload.

All staff have access to regular programming meetings. These programming meetings use a cycle of review that reflect the previous program, children's interests and needs. Programming is based on children's developmental need and interests. The centre program is displayed and accessible for all staff and families.

All staff attend the fortnightly staff meeting to stay informed, to contribute to and to support policy making, and program planning and to be an active member of the staff team. Staff unable to attend receive agendas, any correspondence and copies of the minutes

7.2.1

The Quality Improvement Plan (QIP) is a continuous working document that is reviewed twice yearly and when deemed necessary throughout the year at staff meetings. Changes to the document are recorded and reviewed.

The QIP is used as a self-assessment tool that is used to both critically reflect our work as both a team and individually. Reflective evaluations are undertaken with the collection of data and evidence to substantiate improved learning outcomes and achievement goals for children- ILP's and Focus child processes, child's voice, child initiated curriculum. End of term reflections, at the last staff meeting for the term, support the effective evaluations of curriculum and provide the future guidelines for the ongoing cycle of planning. This results in the direction/ focus for the next terms Curriculum Overview Plan. Parent Opinion Survey provided to all families will provide further opportunities for self-assessment. Information is then available in the Annual Report and will guide future planning and programs.

7.2.2

The Director provides regular information to update pedagogical practice, available training and development and models best practice. Resources are readily purchased as they become available to support the up skilling of the staff team. Educational leader attend professional development relevant to the educational program, at present with a focus on STEM, Nature Play, Playful Literacy and the Reggio Emilia approach. The learning from these PD's are spoken about with other staff. The educational leader then takes on the role of leading pedagogical change to implement the learning.

7.2.3

Educators have a performance development review twice a year (more if requested). The Director provides ongoing feedback and opportunities for casual and open communication with all staff. The educators regularly share day to day news and information that supports their life and work. This professional relationship aids in the commitment to their work-life-balance. Successes are celebrated and areas of concern are evaluated and support is given to achieve improvement. There is an expectation that all staff will seek, and attend Professional Development and this is strongly and eagerly supported by the Director. Provision is made available for the entire staff team to attend relevant training opportunities. This has a direct and lasting impact on the educators' pedagogy, the continuous cycle of improvement, & their ability to effectively review & evaluate current programmes, outcomes and relevant practice. Educators as learners themselves is reinforced.

The Director undertakes performance development and review with the Educational Director in the form of formal discussion to identify key goals and leadership strategies.

Key improvements sought for Quality Area 7

Improvement plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
7.2.3	New professional development format	All staff use the new format of professional development	M	The new format of professional development will be used in 2018.	Staff feel confident and supported to use the new format.	Term Four 2018	

Notes