



Chemello Group QIP

PREPARED FOR

Alkimos School of Early Learning

CURRENT AS OF
3/10/2024

Our QIP has been developed in consultation with our children, families, educators and our organisational community and external community

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SERVICE DETAILS

Service name		Service approval number	
Alkimos School of Early Learning		SE-40008890	
Physical location of service		Physical location contact details	
Street	44 Santorini Promenade	Telephone	08 9541 0950
Suburb	Alkimos	Mobile	-
State/territory	WA	Fax	-
Postcode	6038	Email	admin@alkimossel.com
Approved Provider		Nominated Supervisor	
Primary contact	Sarah Chemello	Name	Sarah Chemello
Telephone	08 9541 0950	Telephone	08 9541 0950
Mobile	0402661957	Mobile	
Email	sarah@chemellogroup.com.au	Email	admin@alkimossel.com
Postal address (if different to physical location of service)		Educational leader	
Street		Name	Bhavini Raghvani
Suburb		Telephone	08 9541 0950
State/territory		Email	bev@chemellogroup.com.au
Postcode		Working Days	Monday - Friday

OPERATING HOURS

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Open	06:30 AM	06:30 AM	06:30 AM	06:30AM	06:30 AM	CLOSED	CLOSED
Close	06:30 PM	06:30 PM	06:30 PM	06:30 PM	06:30 PM	CLOSED	CLOSED

ADDITIONAL INFORMATION



CHILDREN

122 active enrolments



PARKING

On site



CLOSURES

Our Centre is closed for Public Holidays and weekends

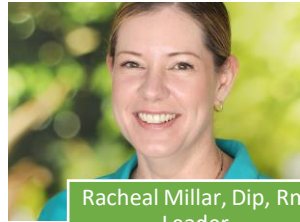
MEET OUR TEA



Anna, Dip, Director



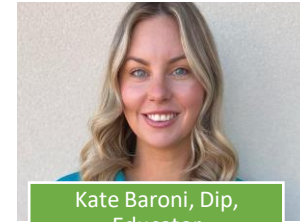
Shanny, Dip, 2IC+Rm Leader



Racheal Millar, Dip, Rm Leader



Ebony Brooker, Dip, Educator



Kate Baroni, Dip, Educator



Lauren Hands, WT Cert 111, Trainee



Shaunii, Trainee Educator



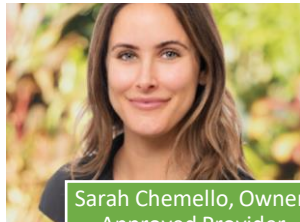
Sanchia Ludick, WT Diploma, Trainee



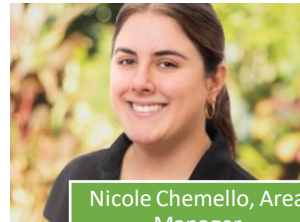
Adelphine, School based Trainee



Ann Chemello, Management



Sarah Chemello, Owner, Approved Provider



Nicole Chemello, Area Manager



Bev Raghwani, Educational Leader



Tina Ahern, Cert 111, Reg Casual



Tracy, Centre Cook



Brittany, Assistant



Alisha, WT cert 3



Crashel, WT cert 3



Summer Penman, Trainee



Melissa DeGracie, Dip

OUR STORY

We are a family-owned service that has been dedicated to the Alkimos community since 2017, delivering high-quality care to children and families. Our approved providers, Sarah and Ann Marie, bring over 45 years of combined experience in the sector. Our management team consists of three Early Childhood Teachers (ECTs) who contribute a wealth of knowledge and expertise to our educators and trainees.

Our staff includes both seasoned educators with over a decade of experience and enthusiastic newcomers who offer fresh perspectives. In alignment with our philosophy, we strive to provide exceptional care, excellent communication, a safe and secure environment, and a child-led, meaningful, and engaging curriculum.

Additionally, we offer an Out of School Hours Care (OSHC) program for families with children attending the nearby Alkimos Primary School. This connection has allowed us to retain families even after their children's initial five years of early education.

RECONCILIATION ACTION PLAN

[Click here to view the service RAP](#)

STRATEGIC INCLUSION PLAN

[Click here to view the service SIP](#)

SERVICE PHILOSOPHY



OUR PHILOSOPHY

We acknowledge the Wadjuk people of the Noongar nation as traditional owners of the land where Alkimos School of Early Learning stands.

We would like to pay our respects to the elder's past, present and emerging. We pay respect to the deep knowledge within the Aboriginal and Torres Strait Islander communities and their ownership of the country.

Our Children

We believe in building trusting relationships with each individual child. We believe every child is unique. We believe in making the children feel safe, secure and supported. We believe that children have the right to be treated equally and with respect. We believe that children are capable learners and encourage independence through experiences and routines. We see ourselves as partners in children's learning and play a key role in the learning journey of each child. We support this belief through continuous reflection on children's ongoing learning and development, all children will be given the support they need to reach their potential and to feel that they "belong".

Our Curriculum

We provide children with multiple ways to learn both in indoor and outdoor environments, allowing children to feel meaningful connections and relationships in the environment. We provide sensory experiences and opportunities to connect with nature as part of our curriculum plan. We provide engaging experiences for school age children. We respect and value children's curiosity and questions of wonder and encourage learning through intentional teaching moments and natural opportunities in each day. We ensure the curriculum is flexible and supportive of family's needs that will contribute to the best outcomes of each child.

Partnerships

We strongly believe it takes a village to raise a child and we believe in building partnerships with all families and children in our service, in a trusting and respectful manner. We value family's unique perspective and welcome all skills, talents and expertise. We believe that the family know their child best and we welcome all input into our service.

Our environment

We respect that both natural and constructed, the environment is a valuable resource worthy of our care, and we endeavour to support children to become environmentally conscious and able to look after their spaces. We believe the environment is the 3rd teacher and create inviting, safe and inclusive learning environments for the children to learn, relax and play in. We believe in our learning environment providing purposeful and engaging environments with a variety of materials for children to explore.

Our team

We believe in respectful and collaborative relationships between our team. Our team is committed to ensuring every child is treated with respect, fairness and equity. Our team is encouraged to express their thoughts and ideas, knowing they will be listened to and seriously considered. Our team is proactive in helping children build on the strengths and skills that they arrive at the service with. We identify areas of need and work together with each family to achieve individual milestones and goals.

Building a better future

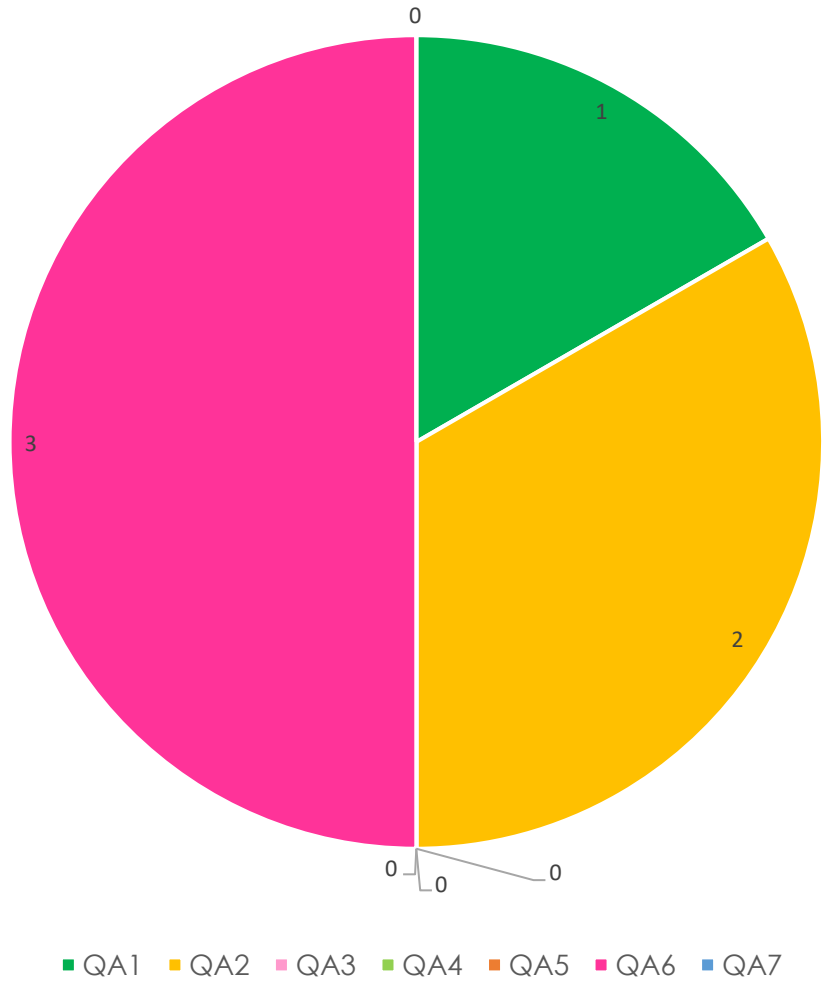
At Alkimos School of Early Learning, we embrace sustainable practices and ideas to build a better future and to enhance the children's learning. Our team believes in promoting sustainable practices in everyday learning. Educators, children and parents work together to show respect, care and appreciation for the natural environment.

Critical reflection

Our centre philosophy is an ever developing structure that we review yearly to ensure it is aligned to our current beliefs and values. Educators, families and children are all encouraged to be involved in the creation of our philosophy. Our team believes critical reflection allows for an ongoing planning cycle and supports children's learning and development journey. Critical reflection allows growth within our service from families, educators, children and the community.

Click on the image to enlarge

QUALITY IMPROVEMENT TRACKER



NQS ELEMENT REVIEW TRACKER

QUALITY AREA 1			
Element	Date reviewed	Next review date	Notes
1.1.1	12/02/2024	13/09/2024	Cash for cans
1.1.2	Click or tap to enter a date.	Click or tap to enter a date.	
1.1.3	Click or tap to enter a date.	Click or tap to enter a date.	
1.2.1	Click or tap to enter a date.	Click or tap to enter a date.	
1.2.2	Click or tap to enter a date.	Click or tap to enter a date.	
1.2.3	Click or tap to enter a date.	Click or tap to enter a date.	
1.3.1	Click or tap to enter a date.	Click or tap to enter a date.	
1.3.2	Click or tap to enter a date.	Click or tap to enter a date.	
1.3.3	Click or tap to enter a date.	Click or tap to enter a date.	
QUALITY AREA 2			
Element	Date reviewed	Next review date	Notes
2.1.1	Click or tap to enter a date.	Click or tap to enter a date.	
2.1.2	Click or tap to enter a date.	Click or tap to enter a date.	
2.1.3	Click or tap to enter a date.	Click or tap to enter a date.	
2.2.1	19/08/2024	8/10/2024	Safe sleep training
2.2.1	2/09/2024	10/09/2024	Supervision training
2.2.2	Click or tap to enter a date.	Click or tap to enter a date.	
2.2.3	Click or tap to enter a date.	Click or tap to enter a date.	
QUALITY AREA 3			
Element	Date reviewed	Next review date	Notes
3.1.1	Click or tap to enter a date.	Click or tap to enter a date.	
3.1.2	Click or tap to enter a date.	Click or tap to enter a date.	
3.2.1	Click or tap to enter a date.	Click or tap to enter a date.	
3.2.2	Click or tap to enter a date.	Click or tap to enter a date.	
3.2.3	Click or tap to enter a date.	Click or tap to enter a date.	

QUALITY AREA 4

Element	Date reviewed	Next review date	Notes
4.1.1	Click or tap to enter a date.	Click or tap to enter a date.	
4.1.2	Click or tap to enter a date.	Click or tap to enter a date.	
4.2.1	Click or tap to enter a date.	Click or tap to enter a date.	
4.2.2	Click or tap to enter a date.	Click or tap to enter a date.	

QUALITY AREA 5

Element	Date reviewed	Next review date	Notes
5.1.1	Click or tap to enter a date.	Click or tap to enter a date.	
5.1.2	Click or tap to enter a date.	Click or tap to enter a date.	
5.2.1	Click or tap to enter a date.	Click or tap to enter a date.	
5.2.1	Click or tap to enter a date.	Click or tap to enter a date.	

QUALITY AREA 6

Element	Date reviewed	Next review date	Notes
6.1.1	28/03/2024	28/03/2024	Complete
6.1.1	12/03/2024	18/10/2024	Parent night
6.1.2	14/03/2024	14/10/2024	Family involvement
6.1.3	Click or tap to enter a date.	Click or tap to enter a date.	
6.2.1	Click or tap to enter a date.	Click or tap to enter a date.	
6.2.2	Click or tap to enter a date.	Click or tap to enter a date.	
6.2.3	Click or tap to enter a date.	Click or tap to enter a date.	

QUALITY AREA 7

Element	Date reviewed	Next review date	Notes
7.1.1	Click or tap to enter a date.	Click or tap to enter a date.	
7.1.2	Click or tap to enter a date.	Click or tap to enter a date.	
7.1.3	Click or tap to enter a date.	Click or tap to enter a date.	
7.2.1	Click or tap to enter a date.	Click or tap to enter a date.	
7.2.2	Click or tap to enter a date.	Click or tap to enter a date.	
7.2.3	Click or tap to enter a date.	Click or tap to enter a date.	

QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE



STANDARD 1.1 PROGRAM

ELEMENT	OUR STRENGTH
1.1.1 Approved learning framework	<p>Our 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.</p> <p>We ensure that our curriculum is tailored to the individual needs and learning styles of each child. Our curriculum emphasises the development of the whole child, including their physical, social, emotional, creative, and cognitive development. We strive to create an environment that encourages exploration and discovery, allowing children to develop skills in problem-solving and collaboration. We also provide opportunities for children to develop their communication and literacy skills, as well as their understanding of numeracy and science.</p> <p>We provide a range of activities and experiences to engage children in meaningful learning. We aim to develop positive relationships and foster a sense of belonging among children. We strive to create an environment that is safe and supportive, and that encourages respect and mutual understanding.</p> <p>We provide opportunities for children to explore the world around them, to appreciate the diversity of cultures, and to develop a sense of global citizenship. We seek to develop an understanding of our local environment and the importance of sustainability.</p> <p>We strive to ensure that the curriculum we provide is meaningful and relevant for the children, and that all children have access to learning experiences that are appropriate for their age and stage of development. We seek to ensure that all children feel valued and respected, and that their learning is supported, and their individual needs are met.</p>

EVIDENCE IN PRACTICE

Example	Evidence
<p>1. Engagement of Families, Educators, and the Broader Community in Curriculum Development We actively involve families, educators, and the broader community in the decision-making process of our curriculum. We recognise that a curriculum that effectively supports children's development is best informed by a deep understanding of the diverse beliefs, values, and cultural backgrounds of the families and community we serve.</p> <p>2. Evidence-Based Practices in Curriculum Design We prioritise the use of evidence-based practices in the design and implementation of our curriculum. By drawing on current research and data, we ensure that curriculum decisions are grounded in best practice and aligned with the educational goals of the service. This approach aims to deliver the best possible outcomes for the children in our care. For instance, by integrating developmental milestones and our understanding of Lev Vygotsky's Zone of Proximal Development, we recognise the importance of observing and assessing each child's current abilities to effectively scaffold their learning and support them in achieving the next developmental milestone.</p> <p>3. Individualised Curriculum to Support Progression towards School Readiness We develop and implement a curriculum that is tailored to meet the individual needs of each child, fostering their growth and development towards school readiness, including preparedness for a formal kindergarten program.</p> <p>4. Celebrating Diversity and Promoting Inclusivity Our curriculum is intentionally designed to celebrate and reflect the diversity of our children's unique identities,</p>	<p>1. Evidence of family input in curriculum Parent participation in curriculum information evening Parent participation in school readiness interviews</p> <p>2. Example of Observation cycle based on developmental milestone checklists Example of fortnightly reflections with theorist and principles/practices</p> <p>3. School readiness curriculum cycle</p> <p>4. Curriculum cycle with cultural and diversity celebrations Notifications of cultural celebrations being celebrated in the service</p>

cultures, and backgrounds. We are committed to promoting inclusivity and ensuring that the curriculum mirrors the aspirations of our families, fostering a sense of belonging for every child.

5. **Encouraging Meaningful and Authentic Learning Experiences**

We design learning experiences that are meaningful, engaging, and responsive to the needs of each child. Our activities aim to extend children's knowledge, skills, and understanding of the world around them. This is evidenced in our fortnightly curriculum planning, where we incorporate both children's input (CI) and spontaneous contributions (S), ensuring that learning is dynamic and child-centred.

6. **Supporting Children's Participation in Community Initiatives**

We encourage and support children's involvement in local community initiatives, incorporating these experiences into our curriculum. Through intentional teaching, we reflect on these engagements and adjust the curriculum to address emerging interests and developmental needs.

7. **Curriculum Framework and Continuous Reflection**

Our service's curriculum is underpinned by the Early Years Learning Framework (EYLF) and My Time, Our Place (MTOPI) frameworks. These frameworks are central to our curriculum planning, and their principles are reflected in our daybooks, curriculum documentation, and ongoing reflections, ensuring a continuous cycle of improvement and adaptation to meet the needs of the children in our care.

5. Curriculum cycle with children's input/spontaneous Observation cycle based on "all about me" form.

6. Curriculum cycle depicting relationships with the community.

7. EYLF/MTOPI references in curriculum, daybooks and reflections

EXCEEDING THEMES		
THEME 3	THEME 2	THEME 1

DATE:	Improvement identified	Progress notes
12/02/2024	Implement additional connections with community through setting up cash for cans and using the funds for a charity.	<p>13/02/24 We have sourced the bin to collect the containers/cans, has been washed thoroughly and placed in the veranda where we plan to set up the collection area.</p> <p>14/02/24 Signage for the collection area has been created by Alisha and displayed. Post went out to families on story park to inform families of this new initiative.</p> <p>17/04/24 Reminder sent to families on story park about the collection area and shared with the families which charity we are fundraising for. Another, reminder has been added to the draft May newsletter.</p> <p>31/05/24 Review volume of the containers to determine excursion date to drop off on</p> <p>14/09/24 organise excursions to take kids to cash exchange services</p>

ELEMENT	OUR STRENGTH
1.1.2 Child-centred	<p>Each child's current knowledge, strengths, ideas, culture, abilities, and interests are the foundation of our program.</p> <p>We strive to build on each child's strengths and interests by providing a variety of developmentally appropriate activities and experiences. We believe that learning should be fun and engaging and strive to create a positive learning environment. We work to ensure that each child feels comfortable, safe, and supported in our program. We honour and respect each child's cultural background and strive to create an inclusive environment for all. We recognise that each child learns differently and provide individualised instruction and support to meet each child's unique needs.</p>

EVIDENCE IN PRACTICE

Example	Evidence
<p>1. Child-Centred Curriculum Development Educators design a curriculum that is centred around the interests and developmental needs of each child. To gain insights into their knowledge, strengths, abilities, and cultural backgrounds, educators engage children in open-ended conversations. Much of this information is also gathered from families during the enrolment process to ensure a holistic understanding of each child.</p>	<p>1. Observation cycle based on an “all about me”. My child sheets. Child notes from families</p>
<p>2. Ongoing Observation and Individualised Support Educators continuously observe children in their everyday activities to gain a deeper understanding of their individual skills and areas that may require additional support. Based on these observations, we intentionally incorporate activities that align with each child’s interests and developmental needs, ensuring the curriculum remains flexible to adapt to the children’s evolving interests.</p>	<p>2. Individual observation Child notes Observations documented on day books and planned forward.</p>
<p>3. Culturally Relevant Learning Opportunities Our service provides a range of learning materials and activities that are culturally appropriate and relevant to the diverse backgrounds of the children. We encourage children to engage in experiences that foster their curiosity, helping them to explore, develop, and strengthen their skills and knowledge. This approach supports the achievement of individualised learning goals that are collaboratively agreed upon with families.</p>	<p>3. Babies program showing sensory play, kindy program demonstrating school readiness, toddlers depicting gross motor</p>
<p>4. Respecting Children’s Voice and Promoting Agency We actively listen to the children and ensure that their ideas and perspectives are valued and respected. Children are at the heart of our curriculum and daily routines. We prioritise the promotion of agency and autonomy, allowing children to make choices and express themselves, while also supporting their development of self-regulation skills.</p>	<p>4. Daybook demonstrating children’s input, autonomy, self-help skills, setting tables, making beds etc</p>
<p>5. Safe and Supportive Learning Environment We provide a safe, nurturing, and supportive environment that encourages children to learn, express themselves, and grow. Our</p>	<p>5. Pictures of the learning environment/set ups</p>

setting is designed to foster a sense of security and confidence, enabling children to engage fully in their learning journey.

6. Family Involvement in Curriculum Planning

At the time of enrolment, we gather valuable information from families about each child's interests, cultural background, medical needs, and any specific learning goals they wish to pursue. This input is instrumental in shaping the child's curriculum and ensuring that our program reflects the needs and aspirations of both the child and their family.

6.Enrolment forms
My Child sheet.
Welcome to the babies, toddlers, kindy rooms

EXCEEDING THEMES		
THEME 3	THEME 2	THEME 1

DATE:	Improvement identified	Progress notes
Click or tap to enter a date.		

ELEMENT	OUR STRENGTH
1.1.3 Program learning opportunities	<p>All aspects of our program, including routines, are organised in ways that maximise opportunities for each child's learning.</p> <p>Our program is based on the Early Years Learning Framework (EYLF) and My Time, Our Place for our school aged children. It is tailored to the individual needs of each child by providing appropriate support, resources and activities that are developmentally appropriate and meet the interests of the child. Our educators are highly qualified and have experience in supporting the holistic development of children.</p> <p>We use a variety of teaching strategies to engage and motivate children, such as play-based learning, inquiry-based learning, direct instruction, and problem-solving activities. We also use a range of resources, such as books, puppets, blocks, sand, water, outdoor play equipment and multi-sensory experiences. We create a safe, supportive and nurturing environment where children feel secure and valued. We also respect and value each child's home language and culture, while fostering their development of social and emotional skills. Our educators work in partnership with families to ensure that each child's learning is supported and extended. We provide regular feedback to families about their child's learning, development and wellbeing. We also provide families with information about their child's progress and our program.</p> <p>Our older children follow a leisure-based curriculum that encourages the children's self-help and life skills.</p>

EVIDENCE IN PRACTICE	
Example	Evidence
<p>1. Age-Appropriate and Flexible Routines Each room within our service develops routines that are tailored to the specific age group of the children in care, with the aim of supporting their learning and development. These routines are designed to be flexible, allowing both educators and children to maximise opportunities for learning and play.</p>	<p>1. Room routines</p>

<p>2. Educational Program Development Educators, guided by observations and input from families, create daily educational programs that include safe, supportive, and play-based learning environments. These programs feature developmentally appropriate activities and experiences, ensuring that each child's individual needs are met.</p> <p>3. Goal Setting and Scaffolding Learning Educators identify key developmental goals for each child through ongoing analysis of individual and group observations. They then scaffold children's learning by planning targeted extension activities that build upon their current skills and knowledge.</p> <p>4. Opportunities for Skill Practice and Ownership We provide children with numerous opportunities to practise and refine their skills, while encouraging them to take ownership of their own learning. This fosters a sense of responsibility and independence, supporting their overall development.</p> <p>5. Play-Based Learning to Extend Interests Through play-based learning, educators create engaging environments and activities that are reflective of the children's interests and developmental stages. These activities are often extended to allow for continuous learning and to further explore emerging interests, ensuring that children are constantly challenged and engaged.</p> <p>6. Encouraging Problem-Solving and Creativity Educators design learning environments, educational programs, and daily routines that encourage problem-solving and creativity. These are tailored to the unique needs, interests, and developmental stages of each child, fostering critical thinking and imaginative exploration.</p> <p>7. Facilitating Meaningful Interactions We prioritise meaningful interactions between children and educators. Educators engage in thoughtful, purposeful conversations with children, discussing their ideas and understanding. Each child's opinion is valued, and these</p>	<p>2. Observations planning to environments and documented in daybook Fortnightly reflections implemented in following curriculum.</p> <p>3. Individual observations with extensions</p> <p>4. Photos of children engaging in practice of challenging skills in the environment</p> <p>5. Activities to follow up in day books, emerging interests, and individual observation extensions.</p> <p>6. Curriculum examples from each room routines encouraging self-help.</p> <p>7. Relationships with children policy</p>
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interactions serve to enhance and further the child's knowledge and understanding.	
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EXCEEDING THEMES		
THEME 3	THEME 2	THEME 1

DATE:	Improvement identified	Progress notes
Click or tap to enter a date.		

STANDARD 1.2 PRACTICE

ELEMENT	OUR STRENGTH
1.2.1 Intentional teaching	<p>We are deliberate, purposeful, and thoughtful in our decisions and actions.</p> <p>We make decisions based on facts, data, and research, and our decisions are driven by our commitment to our core values. We are intentional and thoughtful in our actions, and we strive to be transparent and accountable in our decisions. We strive to make decisions that are in the best interest of our stakeholders and our organisation.</p> <p>Our educators notice and take advantage of teachable moments throughout the day during transitions, group times, solitary play and even meal and rest times.</p>

EVIDENCE IN PRACTICE	
Example	Evidence
<ol style="list-style-type: none"> Establishing Measurable Objectives for Individual Goals We set clear, measurable objectives to ensure that the curriculum supports children in achieving their individual learning goals. By involving all relevant stakeholders in the planning process, we ensure alignment with the needs and interests of the children, families, and educators. This collaborative approach helps tailor the educational program to meet the specific needs of the target group. Clear Roles and Responsibilities in Program Planning We ensure that all individuals involved in the planning and implementation of the curriculum are fully aware of their roles and responsibilities. Clear communication of expectations, timelines, and desired outcomes fosters effective collaboration and ensures smooth progress toward achieving successful outcomes for the 	<ol style="list-style-type: none"> Observations based on DMC Fortnightly reflections Monthly reflections Jobs descriptions for room leaders, cert 3 and trainees Messages from Bev on story park regarding observations/curriculum planning

children.

3. **Ongoing Monitoring and Evaluation of the Curriculum**

We consistently monitor the progress of the curriculum to ensure it aligns with the goals and objectives set by educators, children, and families. Regular evaluation of the program's effectiveness allows us to make informed adjustments, ensuring continuous improvement and optimal outcomes for children's learning and development.

4. **Transparency and Stakeholder Engagement**

Our curriculum and daybooks are consistently displayed in an accessible manner to invite feedback from all relevant stakeholders. We actively listen to the input of families, educators, and children, incorporating their ideas and suggestions into the curriculum to enhance its relevance and effectiveness.

5. **Data-Informed Decision-Making**

We gather and analyse relevant data to guide decision-making and assess the effectiveness of our curriculum. This data-driven approach supports informed program design and implementation, ensuring that the curriculum evolves in response to the needs and progress of the children.

6. **Ensuring Safety and Well-Being Through Policies and Procedures**

Our program includes clear policies and procedures designed to protect the safety and well-being of all participants. We establish well-defined expectations and communicate the consequences for malpractice, ensuring that all stakeholders understand their responsibilities and the importance of maintaining a safe and respectful environment.

3. Daily critical reflections in daybook

4. Photos of curriculums and daybooks on display for families

5. Fortnightly/monthly reflections on the curriculum and learning environments.

6. Educational curriculum and learning program policy

EXCEEDING THEMES		
THEME 3	THEME 2	THEME 1

DATE:	Improvement identified	Progress notes
Click or tap to enter a date.		

ELEMENT	OUR STRENGTH
1.2.2 Responsive teaching and scaffolding	<p>We respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.</p> <p>We provide materials and resources that are appropriate to the age and developmental level of the children in our care. We create an environment that is inviting, safe and supportive. We provide opportunities for children to explore, investigate and create. We encourage children to take risks and problem solve. We provide feedback and guidance that is positive and encouraging. We observe and assess children's development and learning. We promote positive behaviour and teach children about self-regulation. We foster positive relationships between children, families and staff. We support and respect the cultural backgrounds of all children and families. We collaborate with families and other professionals to ensure the best possible outcomes for children.</p>

EVIDENCE IN PRACTICE

Example	Evidence
<p>1. Active Listening and Promoting Dialogue We listen attentively to the children's ideas and thoughts, responding with open-ended questions and comments that encourage them to elaborate. This approach fosters rich conversations and helps children develop their communication skills while deepening their understanding.</p> <p>2. Positive Feedback and Facilitating Exploration Educators provide positive reinforcement and support as children engage in exploration and investigation. When appropriate, educators take on a facilitative role, allowing children to lead their play and decision-making with minimal intervention, thereby fostering independence and confidence.</p> <p>3. Extending Thinking and Encouraging Problem-Solving We ask questions that challenge children to extend their thinking, make connections between ideas, and develop a more complex understanding of the world around them. Through these interactions, we actively support the development of problem-solving skills and analytical thinking.</p> <p>4. Safe and Supportive Learning Environment We create a safe and nurturing environment where children feel free to express their ideas, make mistakes, ask questions, and explore their interests. Educators seize teachable moments as they arise, using them to support and extend children's curiosity and learning.</p> <p>5. Provision of Open-Ended Resources We provide a wide range of open-ended materials and resources that invite exploration and creativity. These resources are plentiful and replenished regularly to ensure all children have access to a variety of tools that support their developmental needs and interests.</p>	<p>1. Conversations with children documented in observations and daybooks</p> <p>2. Daybook entries where children lead play</p> <p>3. Individual child plans Fortnightly reflections Monthly reflections</p> <p>4. Pictures of learning environments</p> <p>5. Photos of resources Resource orders and wish lists</p>

<p>6. Modeling Curiosity and Enthusiasm for Learning Educators model a genuine curiosity and enthusiasm for learning, encouraging children to explore, experiment, and create. Through passionate facilitation, we inspire children to engage with learning materials in creative and meaningful ways.</p> <p>7. Opportunities for Collaborative Learning We create opportunities for children to work collaboratively, share ideas, and learn from one another. These interactions support the development of teamwork, communication, and social skills, while promoting a sense of community and belonging.</p> <p>8. Respecting Children's Ideas and Perspectives We respect and value each child's ideas and perspectives, recognising that diverse viewpoints contribute to a richer learning experience. Educators practise a non-biased approach, treating children as equals and respecting their rights in accordance with the UN Convention on the Rights of the Child.</p> <p>9. Encouraging Reflection and Empathy We encourage children to reflect on their experiences and consider the implications of their actions. Through this process, we promote empathy, understanding, and emotional intelligence. Our practices are informed by well-established theories, such as Daniel Goleman's work on emotional intelligence, to support the development of children's socio-emotional growth.</p>	<p>6. Photos of educators engaging and facilitating learning</p> <p>7. Group play opportunities on curriculum and in day books</p> <p>8. Additional needs policy Relationships with children policy</p> <p>9. Fortnightly reflections reflecting on social-emotional development</p>
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EXCEEDING THEMES		
THEME 3	THEME 2	THEME 1

DATE:	Improvement identified	Progress notes
Click or tap to enter a date.		

ELEMENT	OUR STRENGTH
1.2.3 Child directed learning	<p>Each child's agency is promoted, enabling them to make choices and decisions which influence events and their world.</p> <p>We support children in their efforts to understand, explore, and shape their environment, while also helping them to recognise, understand, and practice their rights and responsibilities. We create an environment that is both safe and stimulating, encouraging children to take risks, make mistakes, and develop their problem-solving skills. We work to ensure that children have access to a variety of experiences, resources, and opportunities that support their growth and learning. We also strive to ensure that children's voices are heard and that their ideas and opinions are valued.</p>

EVIDENCE IN PRACTICE	
Example	Evidence
<p>1. Creating Learning Environments for Exploration and Decision-Making Educators design learning environments that allow children the freedom to explore their interests and develop their own ideas. Children are encouraged to make decisions about their learning environment and daily activities, such as selecting games to play. They are also involved in setting up the environment and participating in the process of ordering new resources, fostering a sense of ownership and responsibility.</p>	<p>1. Photos of learning environments Fortnightly reflections Day books</p>

<p>2. Encouraging Expression and Participation in Decision-Making Educators actively seek and value children's opinions, inviting them to share their ideas and participate in decision-making processes. Children are offered choices that align with their needs and interests, while ensuring their safety and guiding them toward success. Each decision and achievement is celebrated, reinforcing their sense of agency and contribution.</p> <p>3. Supporting Autonomy and Individuality We respect each child's autonomy and individuality, in line with the Early Years Learning Framework (EYLF) Outcome 1.2, which focuses on children developing their emerging autonomy, interdependence, resilience, and sense of agency. We encourage children to actively participate in their learning and support them in managing their needs as independently as possible, while remaining available to provide assistance when needed.</p> <p>4. Positive Reinforcement and Encouragement Educators provide positive reinforcement and praise, recognising and validating the efforts and achievements of each child. Words of encouragement and compliments are used to affirm children's learning, fostering their confidence and motivation.</p> <p>5. Fostering Problem-Solving and Critical Thinking Skills We teach children essential problem-solving and critical thinking skills to prepare them for the world beyond our service. These skills are nurtured through a range of challenges and opportunities that promote analytical thinking, teamwork, and cognitive development.</p>	<p>2. Child notes Individual child plans Educational program</p> <p>3. Children engage in self-help experiences like, cooking, making beds, self-dressing etc.</p> <p>4. Individual child plans Child notes</p> <p>5. Curriculum examples with challenges, inquiry based learning and critical thinking</p>
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EXCEEDING THEMES		
THEME 3	THEME 2	THEME 1

DATE:	Improvement identified	Progress notes
Click or tap to enter a date.		

STANDARD 1.3 ASSESSMENT & PLANNING

ELEMENT	OUR STRENGTH
1.3.1 Assessment and planning cycle	<p>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.</p> <p>We ensure that each child's learning and development is assessed or evaluated through a variety of methods. These include systematic observation, analysing learning patterns, documenting activities, planning activities, implementing activities, and reflecting on the results. This cycle of assessment and evaluation helps us to ensure that each child is making progress in their learning and development and that our interventions are meeting their needs.</p>

EVIDENCE IN PRACTICE	
Example	Evidence
<ol style="list-style-type: none"> Data Collection on Child's Learning and Development We gather comprehensive data regarding each child's learning and development through various methods, including direct observation, developmental milestone checklists aligned with the Early Years Learning Framework (EYLF), video recordings, and information provided by families during the enrolment process (e.g., "My Child" forms, "All About Me" forms for older children). Additional input may come from allied professionals working towards predetermined goals, as well as checklists or questionnaires distributed to families and the wider community. Analysis of Collected Data Educators carefully analyse the data gathered to identify 	<ol style="list-style-type: none"> Child notes, Individual child plans, DMC observations Allied health information Individual child plans, educational program, My child sheets, Child notes

each child's strengths and areas for growth. This analysis informs our understanding of the child's current skill level and allows us to consider what learning opportunities could be provided to support the achievement of specific goals or milestones. References to EYLF outcomes are made during this analysis to ensure alignment with the framework.

Planning Tailored Learning Experiences

Based on the analysis, we plan carefully curated activities, experiences, and assessments that are designed to support the child's development in a specific area. These plans are intentional and are aimed at helping the child acquire the knowledge, skills, and understanding required to achieve the identified goals.

Implementation of Activities and Experiences

Educators implement the planned activities and experiences with careful consideration of language, conversations, provocations, and the predetermined level of involvement required from educators. This ensures that each activity is delivered in a way that is responsive to the child's needs and developmental stage.

Reflection and Review of Progress

Educators regularly reflect on and review each child's progress toward their goals. If further support is needed, we adjust our approach accordingly. At this point in the cycle, we make references to the EYLF outcomes to ensure that the child's learning is progressing in alignment with the framework's principles.

Ongoing Cycle of Observation, Planning, and Reflection

This process of observation, analysis, documentation, planning, implementation, and reflection is repeated as needed to ensure that each child's learning and development are continuously assessed and evaluated. By maintaining this cyclical approach, we can ensure that every child receives the support and opportunities they need to thrive.

Fortnightly reflections
Educational programs

EXCEEDING THEMES		
THEME 3	THEME 2	THEME 1

DATE:	Improvement identified	Progress notes
Click or tap to enter a date.		

ELEMENT	OUR STRENGTH
1.3.2 Critical reflection	<p>Critical reflection on children's learning and development, both as individuals and in groups, drives our program planning and implementation.</p> <p>We ensure that our program planning and implementation reflect a critical reflection on children's learning and development. We take into account individual and group needs and preferences, and strive to create an environment that supports the development of the whole child. We also make sure to incorporate a variety of activities and experiences that are tailored to the individual needs of each child. We assess the progress of each child and strive to create a supportive and nurturing learning environment. We use evidence-based practices and research to inform our program planning and implementation. Finally, we strive to create a culture of collaboration and shared responsibility among staff, families, and community stakeholders as we work together to ensure the best outcomes for all children.</p>

EVIDENCE IN PRACTICE	
Example	Evidence
<ol style="list-style-type: none"> Child-Centred Approach to Curriculum Planning and Implementation We adopt a child-centred approach to curriculum planning, ensuring that children play an active role in both the planning and implementation processes. This approach values their input and allows them to influence the direction of their learning experiences, fostering a sense of agency and ownership over their development. Encouraging Reflective Practice Among Educators We promote a culture of reflective practice among educators, modelling and encouraging this during staff 	<ol style="list-style-type: none"> My child sheets and children's input on the MTOP curriculum Staff Meeting minutes Room meeting minutes

meetings and professional learning opportunities. By supporting educators to reflect on children's learning and development, we ensure that teaching practices are continuously evolving to meet the needs of the children.

3. Observation and Documentation of Children's Learning

Educators observe and document children's learning and development regularly. These observations, which are reflective in nature, provide valuable insights into the children's progress and inform the ongoing curriculum for the group, ensuring that it is responsive and reflective of the children's evolving needs.

4. Data Analysis to Inform Curriculum Planning

We analyse the data collected from observations to identify both areas of strength and areas for further development. This analysis is used to set goals and objectives for future curriculum planning, as well as to refine routines and strategies to enhance the learning experiences provided to the children.

5. Involving Children in Program Planning

Children are actively encouraged to contribute their ideas and opinions regarding how the curriculum can best meet their needs. We capture their voices through observations and group reflections, documenting their current understandings and inquiries. This feedback helps shape future learning experiences and provides insight into the children's interests and curiosities.

6. Seeking Feedback from Families and Stakeholders

We regularly seek feedback from families, educators, and other key stakeholders to ensure that diverse perspectives are considered when planning and implementing learning experiences for both individual children and the group as a whole. This collaborative approach helps to create a more

Professional development certificates
Fortnightly reflections

3. Individual observations
Educational curriculum
Fortnightly/monthly reflection

4. Fortnightly reflections
Individual Observations

5. Children's input in curriculum, MTOP children's voice

6. JotForm's
My child sheets
Individual observations

holistic and inclusive curriculum.

7. Using Reflective Practice to Evaluate and Adjust the Curriculum

Reflective practice is utilised to evaluate the effectiveness of the curriculum every fortnight. Educators assess the impact of the program on children's learning and development, considering which principles, practices, national quality standards, and theories have been incorporated. We also identify key elements of our educational philosophy that have been highlighted in the fortnight's activities. Based on these reflections, adjustments are made promptly and implemented in the following fortnight's planning to continually improve practice.

7. Fortnightly reflections/Monthly reflections

EXCEEDING THEMES		
THEME 3	THEME 2	THEME 1

DATE:	Improvement identified	Progress notes
Click or tap to enter a date.		

ELEMENT	OUR STRENGTH
1.3.3 Information for families	<p>Families are informed about our program and their child's progress.</p> <p>We make sure to keep families informed about our program and their child's progress in a number of ways. We communicate regularly with families through emails, phone calls, and in-person meetings. We provide regular updates about their child's progress and discuss any areas of concern. We also ensure that families are aware of upcoming events and activities within our program. We use a variety of communication methods to keep families informed, including newsletters, text messages, and social media. We also provide resources such as brochures and handouts to help families understand our program and their child's progress. Finally, we make sure to give families the opportunity to provide feedback and ask questions in order to ensure their satisfaction.</p>

EVIDENCE IN PRACTICE	
Example	Evidence
<ol style="list-style-type: none"> Daily Program Updates and Transition Notes Each room sends home daily updates via Story Park, including photos and a detailed description of the day's activities. Additionally, transition notes are documented whenever a child moves to a different room, ensuring that families are kept informed of their child's journey throughout the day. Parent-Educator Conferences We hold regular parent-educator conferences to discuss each child's progress in areas such as school readiness, behaviour guidance, and any specific areas of concern or interest. These conferences provide an opportunity for meaningful dialogue and shared understanding between educators and families. 	<ol style="list-style-type: none"> Story Park posts Child notes School-readiness packs School-readiness meeting information

<p>3. Family Feedback and Program Improvement Parents are invited to complete a questionnaire to provide feedback on how the program is meeting their child's needs. This feedback is invaluable in helping us identify areas for improvement and gather ideas for new initiatives that can enhance the developmental opportunities we offer to children.</p> <p>4. Parent Involvement and Participation We actively invite parents to participate in the curriculum by sharing their ideas, cultures, and beliefs. Parents are encouraged to volunteer their time for activities such as chaperoning excursions, assisting with cooking lessons, engaging in general activities throughout the day, participating in gardening, and contributing to various projects that enrich the learning environment.</p> <p>5. Open-Door Policy for Communication Our service maintains an open-door policy, inviting parents to engage in discussions about their child's progress at any time. Signage is displayed in each room to remind parents that they are welcome to request information regarding their child's development or raise any concerns they may have, ensuring an open line of communication.</p> <p>6. Monthly Newsletter We issue a monthly newsletter to keep families informed about upcoming events, celebrations, and notable activities within the curriculum. The newsletter highlights key projects and areas of interest from each room, offering a summary of the learning that has taken place. It also includes news and recipes from the kitchen, as well as reminders for important dates and updates from the service.</p> <p>7. Social media for Community Engagement We use social media platforms, including Facebook, to keep parents informed about the program and share updates on the group's progress. This includes posting photos of engaging learning experiences, upcoming events, and significant milestones, offering families a glimpse into the dynamic learning environment their children are part of.</p>	<p>3. JotForm surveys 12th march</p> <p>4. My child sheets</p> <p>5. Parent handbook Parent participation policy</p> <p>6. Newsletters</p> <p>7. Story Park posts Facebook/Instagram posts</p>
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EXCEEDING THEMES		
THEME 3	THEME 2	THEME 1

DATE:	Improvement identified	Progress notes
Click or tap to enter a date.		

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY



ELEMENT	OUR STRENGTH
2.1.1 Wellbeing and comfort	<p>Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest, and relaxation.</p> <p>We ensure the well-being and comfort of each child by creating a safe, nurturing environment that encourages healthy development and well-being. We provide each child with plenty of opportunities for rest, relaxation, and sleep, which are essential for their physical and mental health. We also make sure that each child's individual needs are met and that they are given the necessary support to ensure their safety, security, and comfort. Additionally, we provide activities that are appropriate for their age and developmental level.</p>

EVIDENCE IN PRACTICE	
Example	Evidence
<ol style="list-style-type: none"> 1. Maintaining a Safe and Comfortable Environment Educators ensure that the environment is well-maintained, with furniture and equipment that are appropriate and fit for purpose. Daily and weekly maintenance checks are conducted to ensure that the temperature and lighting are suitable, creating a comfortable and safe environment for all children. 2. Respectful and Positive Relationships Children are treated with respect at all times. Educators, staff, and families foster positive, supportive relationships with the children, ensuring that they receive consistent positive reinforcement. This approach contributes to a nurturing and inclusive environment for all children. 3. Flexible Routines and Opportunities for Rest Educators create flexible daily routines and educational programs that offer a variety of activities and experiences, allowing for times and spaces that promote rest and relaxation. Each learning environment is designed to give children the opportunity to choose a space where they can rest or relax as needed throughout the day. 	<ol style="list-style-type: none"> 1. Indoor / outdoor checks Service audits, e.g. Food safety program audit Maintenance records 2. Relationships with children policy Service philosophy 3. Room routines Learning environment pictures (quiet soft corners, yoga/relaxation) Educational Curriculum Sleep charts

4. Individualised Care Based on Family Input

Families are encouraged to share information about their child's individual needs, including allergies, dietary requirements, preferences, and sleep routines. Educators use this information to ensure the child's needs are met effectively throughout the day, offering a personalised approach to care.

5. Appropriate Rest and Sleep Environments

Educators ensure that environments for rest and sleep are appropriate and comfortable for all children. In the infants' room, individual cots are provided, and in the older rooms, children are given individual sleeping mats. Families supply their child's sheets and blankets to create a familiar and comforting sleep environment.

6. Incorporating Relaxation Opportunities

Educators incorporate a variety of relaxation opportunities throughout the day to promote well-being. These include designated quiet areas, stretching exercises, mindfulness activities, and 'quiet' activities such as reading books, completing puzzles, or playing with soft toys, offering children moments of calm within their routine.

7. Nutritious and Seasonal Menus

Our menus are carefully developed by our Food Coordinator to ensure that they are seasonal, nutritious, and varied. The menus follow a 4-week rotation to provide a balanced range of meals. These menus are created in line with professional guidelines to ensure food standards are consistently met. Families and staff are consulted whenever menu changes are considered.

8. Physical Activity and Active Play

Educators provide regular opportunities for physical activity, including outdoor play, organised sports, and games. The service also encourages 'indoor/outdoor' play, empowering children to make choices about their learning and promoting a sense of agency in their activities.

4. My child information sheets

Transition packs
Enrolment forms
Allergy action plans and other required documents

5. Sleep room set up and cot room photos

6. Learning environment pictures at quiet time

7. Food coordinator checks

Menu's
Story Park posts informing changes to menu May 2023

8. Room routines indicating

Day book photos

EXCEEDING THEMES		
THEME 3	THEME 2	THEME 1

DATE:	Improvement identified	Progress notes
Click or tap to enter a date.		

ELEMENT	OUR STRENGTH
2.1.2 Health practices and procedures	<p>Effective illness and injury management and hygiene practices are promoted and implemented.</p> <p>We ensure effective illness and injury management, and hygiene practices are promoted and implemented by providing employees with adequate training and education on proper health and safety procedures, providing personal protective equipment (PPE) when needed, and ensuring regular inspections and maintenance of the workplace to ensure all health and safety standards are met. Additionally, we ensure that all staff are aware of the importance of proper hygiene practices and that any potential risks are identified and addressed promptly. Finally, we also ensure that any illness or injury is reported and managed in accordance with relevant health and safety legislation.</p>

EVIDENCE IN PRACTICE	
Example	Evidence
<p>1. Health, Safety, and Hygiene Policies and Procedures Our service has developed and implemented comprehensive policies and procedures that promote and support effective health, safety, and hygiene practices. These include regular</p>	<p>1. Handwashing procedure Health and hygiene policy Staff induction checklist</p>

handwashing, proper disposal of tissues and waste, the use of protective clothing and equipment, and safe handling of cleaning products. Upon induction, all educators are provided with an opportunity to familiarise themselves with the service's policies and procedures, ensuring a clear understanding of their roles and responsibilities in upholding these practices.

2. Illness and Injury Management Training

During their induction, educators receive training on appropriate illness and injury management practices, including prevention, recognition, and response. As part of the induction process, a qualified educator or the service director reviews the first few incident reports completed by new staff to ensure their understanding of the procedures and expectations for managing incidents effectively.

3. Tracking Illnesses and Injuries

Our service uses a detailed tracking system to monitor illnesses and injuries. This system records the time of day and location of incidents, enabling educators and the service director to reflect on practices and identify areas for improvement. Regular review of this data helps us implement necessary changes to ensure continued safety and wellbeing for all children in our care.

4. Immediate Response to Illness and Injury

In the event of illness or injury, the service responds promptly by administering the necessary first aid and immediately contacting the child's parent/guardian or health care provider. Families are notified of any injuries above the shoulders or more serious incidents. Illnesses observed during the day are documented on an illness form, ensuring accurate records and appropriate follow-up.

5. Regular Reflection and Review of Safety Practices

The service regularly reflects on its safety and hygiene practices through staff meetings and daily conversations. These discussions provide opportunities to amend or reinforce practices where necessary to maintain a safe and healthy environment for children. Policies and procedures are reviewed on a monthly basis, with all staff and families invited to provide feedback or suggestions for

2. Staff induction checklist
Illness, policy
Incident reports

3. Illness / incident tracker

4. Infectious diseases sign
Illness policy
Service to practitioner form
Illness form
Incident form

5. Health and hygiene policy
Staff meeting minutes
Deputy policy review

<p>improvement.</p> <p>6. Reporting and Communication of Illnesses When illnesses are identified within the service, the Director is immediately informed, and families are kept up to date on any illnesses that are present. In these communications, we provide relevant information from <i>Staying Healthy in Childcare</i>, as well as our service's policies and procedures, outlining symptoms, exclusion periods, and other key details to help families manage their child's health effectively.</p>	<p>6. Story Park posts Infectious diseases sign Illness policy Parent handbook</p>
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EXCEEDING THEMES		
THEME 3	THEME 2	THEME 1

DATE:	Improvement identified	Progress notes
Click or tap to enter a date.		

ELEMENT	OUR STRENGTH
2.1.3 Healthy lifestyle	<p>Healthy eating and physical activity are promoted and appropriate for each child.</p> <p>We ensure that all children have access to a healthy and balanced diet by providing nutritious meals and snacks. We also encourage parents' information for home in relation to healthy snacks and meals for their children. We promote physical activity by providing opportunities for children to be active during the day, such as outdoor play, sports, and other physical activities. We discuss the importance of healthy eating and physical activity with the children and parents and provide appropriate guidance and support. We also ensure that the environment is safe and that the activities are age-appropriate and enjoyable.</p>

EVIDENCE IN PRACTICE	
Example	Evidence
<ol style="list-style-type: none"> 1. Mealtimes and Physical Activity as Learning Opportunities Educators integrate mealtimes and physical activity as valuable learning experiences throughout the day. During mealtimes, educators' model healthy eating behaviours by dining alongside the children, discussing the food they are eating, and explaining the health benefits of different foods. Similarly, educators model a variety of physical activities and emphasise the enjoyment and importance of staying active. 2. <input type="checkbox"/> Individualised Meal Plans Based on Family Information Upon enrolment, educators gather detailed information from families regarding children's allergies, dietary requirements, likes, and dislikes. This information is used to ensure that meals and snacks are appropriately tailored to the child's needs. For instance, babies on pureed food will be provided with pureed versions of meals, and children with specific food preferences (such as avoiding fish) are offered suitable alternatives. 3. Daily Physical Activity and Engagement Physical activity is an integral part of the educational program, with children given daily opportunities to be active based on their 	<ol style="list-style-type: none"> 1. Educator participation in meal times and physical activity 2. My child sheets Enrolment forms Child notes

emerging interests and spontaneous ideas. Activities such as stretching, yoga, and music and movement are incorporated into the daily routine. Additionally, the service offers a soccer incursion at no extra charge, as well as a music and movement program called *Hey De Ho*, to further promote physical activity and coordination.

4. Support for Healthy Habits through the Learning Environment

Educators create learning environments and educational programs that foster healthy habits. This is supported by visual aids, storybooks, and various materials within the environment, such as a home corner equipped with a variety of healthy food items, helping children engage with and learn about nutrition and healthy choices.

5. Routines to Support Healthy Habits

The service has established flexible routines surrounding mealtimes and physical activity to help children form and maintain healthy habits. Children are encouraged to self-serve during meals, promoting their understanding of portion sizes and healthy food choices, while also supporting their independence and decision-making skills.

6. No Outside Food Policy

To maintain control over the food children consume and ensure safety, the service has a strict no outside food policy. This ensures that educators and families are fully aware of what food is in the service at all times. Educators are required to store any personal food or drinks in the staff room, away from children, to maintain consistency and safety in mealtime practices.

7. Family Involvement in Promoting Healthy Lifestyles

Our service actively involves families in promoting healthy lifestyles. We encourage family input on seasonal menus, ask for culturally diverse recipe contributions, and share information about healthy choices. We also host parent information evenings to support families in integrating healthy lifestyle practices at home, ensuring a holistic approach to children's wellbeing both inside and outside the service.

- 3. Educational program
First Kick contract
Hey De Ho invoice

- 4. Healthy lifestyle resources in the environment

- 5. Room routines

- 6. Food, nutrition policy
Family handbook

- 7. Educational program
Parent night Packed with goodness

EXCEEDING THEMES		
THEME 3	THEME 2	THEME 1

DATE:	Improvement identified	Progress notes
Click or tap to enter a date.		

STANDARD 2.2 SAFETY

ELEMENT	OUR STRENGTH
2.2.1 Supervision	<p>At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.</p> <p>We ensure that adequate safety and security measures are in place at all times to protect children from any harm or hazard, including providing appropriate supervision and monitoring of all activities. We take reasonable precautions to reduce the possibility of any harm or hazard, such as maintaining safe and secure premises, appropriate training of staff, and ensuring effective communication between parents, staff, and children. In addition, we regularly review and update our policies, procedures, and practices to ensure the highest possible standards of safety, security, and well-being for all children.</p>

EVIDENCE IN PRACTICE	
Example	Evidence
<ol style="list-style-type: none"> Compliance with Legislation, Regulations, and Codes of Practice Our service strictly adheres to all relevant legislation, regulations, and codes of practice. Management and educators are kept informed of any changes to these requirements, which are discussed regularly at staff meetings. Updates are also posted on our online rostering portal to ensure everyone is aware of the latest developments. Induction and Training for Educators Upon induction, educators receive training in food safety, allergy awareness, and mandatory reporting. Additionally, all educators are required to provide their Working with 	<ol style="list-style-type: none"> Staff meeting minutes Deputy posts on policy reviews and legislation changes Training certificates Staff induction checklist

Children (WWC) check and relevant qualifications prior to commencing their role, ensuring they meet all legal and regulatory requirements to work with children.

3. Ongoing Professional Development and Training

The service prioritises regular staff training and professional development to ensure educators remain informed of best practices and regulatory changes. Educators are encouraged to provide feedback to the service director regarding their professional development needs, helping to shape a meaningful and tailored learning pathway for each staff member.

4. Daily Safety Checks of the Physical Environment

Educators conduct daily safety checks to ensure that the physical environment is safe, clean, and suitable for all children. Any areas identified as requiring maintenance are reported to our maintenance coordinator, who promptly addresses the issue to maintain a safe and healthy environment.

5. Risk Assessments for Safety and Wellbeing

The service has developed and implements comprehensive risk assessments to ensure the safety and wellbeing of all children. These assessments are regularly reviewed to reflect current needs and conditions. During the induction process, all staff are familiarised with existing risk assessments, incident reporting procedures, and health and safety protocols.

6. Supervision and Staff Observation

A clear and comprehensive supervision program is implemented for all staff, which includes regular observations of staff interactions with children. The service has specific supervision plans tailored to each age group, which are developed according to the developmental

- 3. KPI meeting minutes
Staff meeting minutes

- 4. Indoor / Outdoor checklists
Bathroom checklists
Maintenance record
Service audit in coordinators book

- 5. Ongoing Risk assessments
Safe operating procedures
Staff Health and Safety Handbook

- 6. Supervision plans
Supervision policy
Deputy posts

<p>levels of the children. These plans are reviewed and discussed regularly during staff and room meetings to ensure effective supervision and child safety.</p> <p>7. Monitoring Technology Use The use of technology, including internet access and social media, is closely monitored to ensure it aligns with the service's policies and promotes a safe and secure environment for children. Educators and staff are trained to adhere to appropriate guidelines regarding technology use and online safety.</p> <p>8. Visitor Sign-In and Security Procedures All visitors to the service are required to sign in and out during their visit. This ensures the service director is aware of who is in the building at all times, which is especially important during evacuation or lockdown procedures. Visitors working directly with children must also present a valid Working with Children check to ensure their suitability to interact with children in our care.</p>	<p>7. Technology policy</p> <p>8. Visitors log</p>
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EXCEEDING THEMES		
THEME 3	THEME 2	THEME 1

DATE:	Improvement identified	Progress notes
19/08/2024	One of our sister services experienced a spot check where they were asked about their safe sleep risk assessments and their alignment with our service policy. At this time, we reviewed our policy and our understanding of safe sleep and identified this as an area for improvement	<p>09.09.24 Alissa, our compliance officer completed an Advanced Safe sleep training with SIDS and subsequently created an inhouse safe sleep quiz.</p> <p>01.10.24 Safe sleep training link sent out to all staff on deputy for educator to complete by 07.10.2.</p> <p>08.10.24 Follow up to ensure everyone has completed the quiz</p>
2/09/2024	Another one of our sister services recently received some feedback regarding their supervision practices and headcount. The company is now looking into implementing a supervision training company wide, to be completed before educators commence working for our company. This is for best practice.	<p>10.09.24 Alissa, compliance officer is making up the training checklist for existing educators to complete and for onboarding educators to complete before commencing first shift.</p>

ELEMENT	OUR STRENGTH
2.2.2 Incident and emergency management	<p>Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.</p> <p>We ensure that Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented by following the below steps:</p> <ol style="list-style-type: none"> 1. Identify and assess the risks associated with the incidents and emergencies that may arise from the operations. 2. Develop a plan to manage the risks associated with the incidents and emergencies. 3. Consult with relevant authorities to ensure the plan is comprehensive and meets any legal requirements. 4. Implement the plan, including training staff and other personnel on the plan and their roles. 5. Monitor the effectiveness of the plan and make adjustments as necessary. 6. Hold regular drills and exercises to ensure staff are familiar with the plan and that it remains up to date.

EVIDENCE IN PRACTICE	
Example	Evidence
<ol style="list-style-type: none"> 1. Emergency Evacuation and Lockdown Plans The service has a comprehensive plan in place for emergency evacuations and lockdown procedures. These plans are regularly reviewed to ensure the information remains current, accessible, and effective in keeping all children safe during an emergency situation. 2. Emergency Drills and Practice Sessions Emergency evacuation, lockdown, and medical emergency drills are conducted every two months to ensure both educators and children are familiar with the 	<ol style="list-style-type: none"> 1. Emergency Procedure Lock down procedure Emergency management policy 2. Emergency Procedure Lock down procedure Emergency management policy

procedures. These drills are scheduled at varying times throughout the day to ensure all stakeholders, including educators, children, and families, understand their roles and responsibilities during an emergency. Families are actively encouraged to participate in these drills to ensure they are also well-informed of the expectations.

3. Communication Plan for Emergencies

The service has developed a clear and comprehensive communication plan that outlines how information related to potential risks and emergencies will be communicated to staff, families, and other relevant stakeholders. This plan is included in our Emergency/Evacuation Risk Minimisation Plan, ensuring that all parties are informed promptly and effectively during an emergency situation.

4. Induction and Training for Emergency Procedures

Educators are introduced to the service's emergency management procedures and strategies during their induction. They are closely observed and supported during their first few emergency procedure drills as part of their induction process, ensuring they fully understand their roles and responsibilities in the event of an emergency.

5. Reflection and Continuous Improvement

After each emergency drill or real-life situation, the service reflects on the effectiveness of the procedures to ensure that all staff, children, and families are clear on their responsibilities. These reflections help to identify any areas for improvement, and adjustments are made to enhance future practices, ensuring continued safety and preparedness.

Director's diary
Emergency management procedure on display

- 3. Emergency Procedure
Lock down procedure
Emergency management policy

- 4. Emergency Procedure
Lock down procedure
Emergency management policy
Staff induction checklist

- 5. Emergency management policy
Story Park posts to families

EXCEEDING THEMES		
THEME 3	THEME 2	THEME 1

DATE:	Improvement identified	Progress notes
Click or tap to enter a date.		

ELEMENT	OUR STRENGTH
2.2.3 Child protection	<p>Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.</p> <p>We ensure that management, educators, and staff are aware of the roles and responsibilities to identify and respond to any child at risk of abuse or neglect. This includes providing training to ensure that they understand the indicators of abuse and neglect, the appropriate steps to take, and the support that is available to families. We provide resources, such as policy and procedure manuals, to ensure that they are equipped to identify any potential signs of abuse or neglect, and to respond in a timely, supportive, and effective manner. We also ensure that they are aware of any relevant legal requirements and regulations, and that they are provided with any support they may need to ensure the safety and wellbeing of all children in the setting.</p>

EVIDENCE IN PRACTICE

Example	Evidence
<p>6. Regular Training and Professional Development on Child Protection The service provides ongoing training and professional development opportunities for all staff, educators, and management to ensure they are equipped to identify and respond to children at risk of abuse or neglect. These sessions are designed to enhance awareness, understanding, and skills in child protection.</p>	1. Training certificates
<p>7. Induction and Awareness of Child Protection Policies During their induction, all staff are introduced to the service's policies and procedures regarding the identification and response to children at risk of abuse or neglect. Staff members are provided with clear guidance on how to respond appropriately to such situations and are made aware of their responsibilities in protecting the wellbeing of children.</p>	2. Staff induction checklist
<p>8. Proactive Identification and Legal Obligations Staff are encouraged to be proactive in identifying any signs of abuse or neglect and to respond promptly and appropriately. Educators are made aware of their legal obligations to report any suspected cases of child abuse or neglect to the relevant authorities. If staff are unsure or require guidance, they are encouraged to consult the service director or a responsible person to ensure the correct course of action is taken.</p>	3. Staff induction checklist Child protection policy
<p>9. Ongoing Monitoring and Review of Policies and Procedures Management, educators, and families actively monitor and review the service's child protection policies and procedures on a regular basis. Feedback from all</p>	4. Deputy posts on child protection policy review

stakeholders is encouraged, and input is carefully considered to ensure the service's practices remain robust, relevant, and effective in safeguarding the children in our care.

EXCEEDING THEMES		
THEME 3	THEME 2	THEME 1
DATE:	Improvement identified	Progress notes
Click or tap to enter a date.		

QUALITY AREA 3: PHYSICAL ENVIRONMENT



STANDARD 3.1 DESIGN

ELEMENT	OUR STRENGTH
3.1.1 Fit for purpose	<p>Our outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.</p> <p>We ensure that all outdoor and indoor spaces, buildings, fixtures and fittings are designed and maintained to be safe and suitable for their intended purpose. This includes making sure that our outdoor and indoor spaces, buildings, fixtures and fittings provide safe and accessible access for every child. We take into consideration the age, ability, and developmental stage of each child when designing and maintaining our outdoor and indoor spaces, buildings, fixtures and fittings. We also ensure that our outdoor and indoor spaces, buildings, fixtures and fittings are regularly inspected and maintained to a high standard.</p>

EVIDENCE IN PRACTICE	
Example	Evidence
<ol style="list-style-type: none"> Purpose-Built Environment for Accessibility Our service is purpose-built with a primary focus on ensuring that the physical environment is accessible to all children. The indoor and outdoor spaces, as well as buildings, fixtures, and fittings, are thoughtfully designed to meet the diverse needs of the children attending, as well as any visitors. Features such as ramps, handrails, wide doorways, and appropriately sized toilets are included to promote inclusivity and accessibility. Regular Maintenance and Safety Checks The safety and maintenance of both indoor and outdoor spaces are a top priority. Regular safety checks are conducted to identify and address any potential hazards, 	<ol style="list-style-type: none"> Learning environment pictures Maintenance check list Service audits from coordinators book

including trip hazards or fire risks. Educators complete daily indoor and outdoor environment checklists to ensure all areas are free from risks, promoting a safe learning environment for children.

3. Age-Appropriate Spaces and Facilities

The design and layout of the service, including both outdoor and indoor spaces, are tailored to meet the developmental needs of the children attending. All spaces, buildings, fixtures, and fittings are age-appropriate, ensuring that children can engage safely and meaningfully in activities that support their learning and development.

4. Adequate Supervision for Safety and Engagement

We ensure that children receive adequate supervision and support when using both indoor and outdoor environments. Supervision plans are developed for each space to maximise safety while allowing children the freedom to explore, play, and engage in activities. This ensures that children are protected while also having the opportunity to independently navigate their environment.

5. Inclusive Access to All Spaces

Our service is committed to making all spaces fully accessible to all children, including those with individual needs. This may involve the provision of ramps, wider doorways, and other necessary accommodations to ensure that every child can safely and independently access the indoor and outdoor areas, regardless of their physical or developmental requirements.

6. Maximising Learning Opportunities through Environment Design

Both the indoor and outdoor spaces are designed to enhance the learning experience by promoting exploration and engagement in age-appropriate activities. We ensure

3. Photos of the learning environments

4. Supervision plans
Staff inductions
Relationships with Children policy (supervision)

5. Photos of learning environments

6. Photos of learning environments

that the environment is inclusive of all children's needs, with resources, seating, lighting, and materials tailored to encourage interaction and developmental growth.

EXCEEDING THEMES

EXCEEDING THEMES		
THEME 3	THEME 2	THEME 1

DATE:	Improvement identified	Progress notes
Click or tap to enter a date.		

ELEMENT	OUR STRENGTH
3.1.2 Upkeep	<p>Our premises, furniture and equipment are safe, clean and well maintained.</p> <p>We pride ourselves on providing a safe and comfortable environment for our staff and customers. Our furniture and equipment are regularly inspected and maintained to ensure that they are up to date and in good working order. We follow all applicable safety regulations, and our premises are cleaned and sanitised regularly. This helps to ensure that our children families and staff are able to enjoy a pleasant and safe experience while on our premises.</p>

EVIDENCE IN PRACTICE

Example	Evidence
<p>1. Clear Protocols for Safe and Clean Use of Furniture and Equipment The service has established detailed protocols and procedures to ensure the safe and hygienic use of furniture and equipment within the early childhood setting. Educators are introduced to these protocols during their induction process, ensuring they are well-informed and able to consistently implement them.</p>	<p>1. Indoor / outdoor checklists Toy cleaning check Staff induction checklist</p>
<p>2. Ongoing Staff Training and Support Regular training sessions are provided for all staff on the safe use, cleaning protocols, and maintenance of furniture and equipment. Staff are equipped with the necessary support and resources to implement these protocols effectively. Risk assessments and safe operating procedures are in place to ensure all educators understand their responsibilities and follow the guidelines for maintaining a safe and clean environment.</p>	<p>2. Risk assessments Safe operating procedures</p>
<p>3. Maintenance and Cleaning Log The service maintains a detailed log of all maintenance works that are yet to be completed and follows a comprehensive cleaning schedule for items such as toys, soft furnishings, and bedding. We regularly review and monitor our cleaning and safety practices to ensure they are being followed and are effective, making necessary adjustments to improve our practices as required.</p>	<p>3. Maintenance book Toy cleaning check lists</p>
<p>4. High-Quality, Age-Appropriate Furniture and Equipment The service carefully selects and invests in high-quality furniture and equipment designed specifically for early</p>	<p>4. Photos of learning environments</p>

childhood settings. Each item is chosen to be developmentally appropriate, safe, and durable, ensuring it meets the needs of the children and supports their learning and development in a safe environment.

EXCEEDING THEMES

THEME 3	THEME 2	THEME 1

DATE:	Improvement identified	Progress notes
Click or tap to enter a date.		

STANDARD 3.2 USE

ELEMENT	OUR STRENGTH
3.2.1 Inclusive environment	<p>Our outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both our built and natural environments.</p> <p>Our outdoor spaces are designed to be stimulating, age appropriate and to encourage children to explore. We provide natural materials and resources to promote physical, creative and imaginative play. We provide a range of equipment to encourage physical development and we regularly change the resources and environments to ensure that children remain engaged and motivated.</p> <p>Our indoor spaces are designed to enable children to explore and learn through play. We provide stimulating, age-appropriate resources that enable children to discover and develop new ideas and skills. We also provide comfortable, safe spaces for quiet, individual play and for social interactions.</p> <p>We are committed to providing a safe and enjoyable environment for all children and families. We take all necessary safety precautions to ensure that the spaces are safe and secure, and that all equipment is used correctly and safely. We ensure that all staff are trained in the use of equipment and that they are aware of any potential risks. We also ensure that our spaces are accessible to all, with wheelchair access and age-appropriate furniture and equipment. We also provide a range of visual aids, such as sensory boards and signs, to promote inclusion.</p> <p>We continually review and evaluate our outdoor and indoor spaces to ensure that they remain stimulating, safe and enjoyable for all children and families.</p>

EVIDENCE IN PRACTICE	
Example	Evidence
1. Utilizing Natural Landscapes for Learning The service leverages the natural landscapes surrounding	1. Photos of children at the park Ongoing risk assessment for park excursion

our early childhood education and care service to create exciting and enriching learning experiences for children. For example, the school-age children are regularly taken to the park across the road to engage in sports and games, fostering physical activity and social interaction in an outdoor setting.

2. Indoor and Outdoor Play Integration

We encourage a balance of both indoor and outdoor play throughout the day, ensuring that each learning environment supports children's exploration and development. Educators create flexible spaces that bring the outdoors in and the indoors out, providing children with a variety of choices and opportunities to engage with their surroundings.

3. Designated Activity Spaces

To support children's understanding of different activities, educators designate specific areas for particular purposes. For instance, a quiet reading corner is set up with comfortable seating and books to signal to children that this is the space for reflective, independent activities. These designated areas help children to understand expectations and routines within the environment.

4. Incorporating Natural Elements

Both indoor and outdoor spaces are enriched with natural elements to help children feel more connected to the environment. The inclusion of plants, water features, or natural textures fosters a calming and inviting atmosphere, which promotes children's engagement and a sense of well-being.

5. Daily Safety Checks

Before children enter the indoor and outdoor spaces, educators conduct thorough daily checks to ensure that

2. Learning environment pictures
Indoor/ outdoor play on routines
Photos of children playing indoor/outdoor

3. Learning environment pictures

4. Learning environment pictures

5. Indoor / Outdoor checklists

<p>these environments are safe and free from hazards. These checks help identify any potential risks, ensuring that children can explore and play in a secure environment.</p> <p>6. Opportunities for Environmental Exploration Educators provide daily opportunities for children to explore and interact with the environment, tailored to their interests and developmental stages. These activities may include open-ended experiences such as play dough, painting, building blocks, or outdoor exploration, allowing children to engage with various textures and natural elements to enhance sensory development and creativity.</p>	<p>6. Educational Program Learning environment pictures</p>
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EXCEEDING THEMES		
THEME 3	THEME 2	THEME 1

DATE:	Improvement identified	Progress notes
Click or tap to enter a date.		

ELEMENT	OUR STRENGTH
3.2.2 Resources support play-based learning	<p>Our resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.</p> <p>Our resources, materials, and equipment are both developmentally appropriate and relevant to the curriculum and are designed to foster creativity and encourage exploration. We have a wide range of materials available to support play-based learning, such as blocks, dolls, puzzles, art supplies, books, and manipulatives. We also provide outdoor equipment, including balls, hula hoops, jump ropes, and playground structures.</p> <p>We strive to ensure that our resources, materials, and equipment are varied, plentiful, and accessible to all children. We create a learning environment that encourages children to explore, create, and learn through play. We ensure that the resources, materials, and equipment are appropriate for multiple ages and abilities. We ensure that the resources, materials, and equipment are appropriate for engaging in play-based learning experiences. We also ensure that the supplies are easy to clean and store. We also ensure that the resources, materials, and equipment are safe for children to use. Finally, we strive to create a learning environment that is stimulating and inviting for children.</p>

EVIDENCE IN PRACTICE	
Example	Evidence
<ol style="list-style-type: none"> Variety of Resources and Materials The service provides a wide range of resources and materials, designed to support various uses and learning experiences. Regular resource orders are placed by educators in each room, based on the needs, interests, and abilities of the children. These resources are shared across the service and rotated regularly to offer variety and keep learning experiences engaging and dynamic. Investment in High-Quality Materials We invest in durable, high-quality materials and equipment from reputable suppliers, ensuring that our resources are built to last and withstand multiple uses. This commitment to 	<ol style="list-style-type: none"> Resource orders sent off to upper management Environment pictures

<p>quality supports long-term sustainability and enriches the learning environment for children.</p> <p>3. Encouraging Responsibility for Resources Children are encouraged to participate in the cleaning and maintenance of the resources in their room. Educators use these moments as valuable teaching opportunities, discussing the importance of caring for the materials and promoting a sense of responsibility and respect for shared resources.</p> <p>4. Organised and Rotated Resources. Resources and materials are carefully organised within storerooms and learning environments, ensuring they are easily accessible to children. These items are regularly rotated to reflect children's current interests, abilities, and developmental stages, providing them with choices that enhance their engagement and learning opportunities.</p> <p>5. Guidance on Safe and Effective Use Clear guidance is provided to ensure that materials and equipment are used safely and to their full potential. Educators model appropriate use and reinforce safety protocols, helping children maximise the educational value of the resources while ensuring their safety.</p>	<p>3. Toy washing checklists</p> <p>4. Storeroom photos</p> <p>5. Observed in practices</p>
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EXCEEDING THEMES		
THEME 3	THEME 2	THEME 1

DATE:	Improvement identified	Progress notes
Click or tap to enter a date.		

ELEMENT	OUR STRENGTH
3.2.3 Environmentally responsible	<p>We care for the environment and support children to become environmentally responsible.</p> <p>We teach children about the importance of conserving resources and using them in a responsible way. We help them understand the impact of human activities on the environment and how to reduce their ecological footprint. We promote recycling and reuse of items and encourage the use of renewable energy sources. In addition, we support children to develop meaningful relationships with the environment by participating in outdoor activities such as gardening, exploring local habitats and parks, and taking part in local conservation initiatives.</p>

EVIDENCE IN PRACTICE	
Example	Evidence
<p>1. Teachable Moments and Sustainable Practices Educators use teachable moments such as mealtimes, transitions, and play-based learning to educate children on sustainable practices. For example, explaining why we have timer taps, encouraging children to scrape their bowls, and teaching them about the importance of keeping scraps separate.</p> <p>2. Energy Conservation During Quiet Hours During quiet hours, the service turns off lights, and educators use</p>	<p>1. Observed in practices</p> <p>2. Signage next to the lights</p>

these moments to discuss with children why this is done and how small actions can lead to significant environmental impacts. This helps children understand the importance of energy conservation.

3. Recycling and Waste Reduction

Each room within the service has a recycling bin. Educators use these bins to teach children the importance of reducing waste, reusing items, and recycling materials. They show children how to properly sort materials for recycling, fostering an understanding of responsible waste management.

4. Vegetable and Herb Garden

The service has a vegetable and herb garden that the children actively help care for. Educators integrate the garden into their educational programs, using it as a tool to teach children about caring for the environment and eating healthy foods. The service cook incorporates the harvest into meals, and any excess produce is offered to families to take home and use.

3. Recycle bins in the rooms
Recycle station in the foyer

4. Educational Program
Veggie patch and herb garden

EXCEEDING THEMES

EXCEEDING THEMES		
THEME 3	THEME 2	THEME 1

DATE:	Improvement identified	Progress notes
Click or tap to enter a date.		

QUALITY AREA 4: STAFFING ARRANGEMENTS



STANDARD 4.1 STAFFING ARRANGEMENTS

ELEMENT	OUR STRENGTH
4.1.1 Organisation of educators	<p>The organisation of our educators across the service supports children's learning and development.</p> <p>The organisation of our educators is designed to provide the best possible learning and development opportunities for the children in our care. We ensure that our educators are well-trained and have the necessary skills to effectively nurture each child's learning and development. Our educators are organised into teams and collaborate to ensure the best possible learning experiences for the children. We ensure that each team is led by an experienced and qualified educator who is able to provide guidance and direction to their colleagues. We also provide educators with regular professional development opportunities to ensure they have the most up-to-date knowledge and skills to support children's learning and development. We also ensure that our educators have access to current research and best practices to ensure that they are able to provide evidence-based support to the children in our care.</p>

EVIDENCE IN PRACTICE	
Example	Evidence
<ol style="list-style-type: none"> Shared Vision and Values The service has a shared vision and values the best outcomes for children's learning and development, as outlined in its philosophy. This philosophy is regularly reviewed to ensure it reflects the current practices, staff, and children within the service. Valuing Employees The service values its employees by paying above-award wages, providing flexible working conditions, and offering 9-day fortnights to help staff maintain healthy lifestyles and mental well-being. Additionally, free uniforms are provided for all staff. Collaboration and Communication The service fosters collaboration and communication among educators to ensure they are aware of each other's work, share ideas, and best practices. This promotes a cohesive and supportive working environment. 	<ol style="list-style-type: none"> Philosophy review minutes Fortnightly and monthly reflections Rosters Rostering requirements Deputy posts/ Story park posts Staff meetings /room meetings Educators space posts

4. **Encouraging Reflective Practice**
The service encourages reflective practice among educators to enhance their understanding and application of child-centred learning. Educators are supported in reflecting on their teaching practices to continually improve outcomes for children.
5. **Professional Development Needs**
Educators and management engage in regular communication to discuss the professional development opportunities they are seeking. This ensures that the professional learning opportunities provided are relevant to both the educators' needs and the service's goals, as well as the children's learning outcomes.
6. **Professional Development and Staff Meetings**
Staff meetings are used as an opportunity for professional development, where educators come together to learn from each other. Dinner is provided during these meetings, fostering a collaborative and supportive environment.
7. **Monitoring Progress and Effectiveness**
The service regularly evaluates the effectiveness of how educators are organised to ensure that children's learning and development are fully supported. Continuous reflection on educator practices ensures that the needs of all children are being met.
8. **Communication and Resource Sharing**
The service uses Deputy as its rostering platform, which also includes a communication tool for staff to share resources, ideas, and best practices. Additionally, a shared closed Facebook group for educators from sister services allows for idea exchange, trend discussions, and mutual support.
9. **Team Building and Staff Celebrations**
The service management funds team-building exercises, staff celebrations, and annual events such as the Christmas party and staff anniversaries, helping to strengthen team morale and recognition.
10. **Recruitment Considerations**
During the recruitment process, the company carefully considers

4. [Fortnightly reflections & Monthly reflections](#)
5. Educator goals
KPI reflections
Deputy & Storypark posts
6. [Staff meeting -PD slides](#)
7. [Weekly Correspondence](#)
8. Deputy posts
Facebook posts
Story park posts
9. [Staff celebration / team building photos](#)

whether potential employees align with the service's policies, procedures, philosophy, vision, values, and overall team culture to ensure a good fit.

11. Educational Leadership

The service employs an overarching Educational Leader, who is a registered Early Childhood Teacher (ECT). This role provides guidance and support to staff with programming, ensuring consistency in educational practices across the service.

12. Consistency of Educators

The consistency of educators in the room, as well as regular start and finish times for staff, helps children feel secure in their environment. Having regular casual relief educators also contributes to a stable and supportive environment for children.

13. Management's Active Engagement

The service provider and management team visit the service at least once a week to build strong relationships with staff. Management is always available for staff to contact, fostering a culture of support and open communication.

14. Systematic Critical Reflection

The service engages in systematic critical reflection on how educators are organised and how these practices support children's learning. This reflective process ensures continuous improvement in the service's practices and outcomes.

15. Engaging Families and Communicating Staffing Arrangements

The service engages in meaningful communication with families, providing regular updates on staffing arrangements and how these arrangements impact children's learning and care. This ensures transparency and fosters strong relationships with families.

10. JotForm link to employee interview questionnaire

11. [Ed Leader messages \(Deputy/story park\)](#)

12. Rosters

13. Bev's timesheet

14. Emails between Director and management about room changes
JotForm to educators about room/role preferences

15. Story Park posts, Emails, Newsletters, Daily Information boards

EXCEEDING THEMES		
THEME 3	THEME 2	THEME 1

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Click or tap to enter a date.		

ELEMENT	OUR STRENGTH
4.1.2 Continuity of staff	<p>Every effort is made for children to experience continuity of educators at our service.</p> <p>We have several strategies to ensure continuity of educators at our service. We strive to provide consistent staffing within our service, and we encourage and support educators to develop positive relationships with children, families and colleagues. We also value the importance of educator and child relationships and the impact of these on children's learning and development. We recognise the importance of a secure base for children and are committed to nurturing this. We ensure that our educators are supported in their role and provided with opportunities to maintain their knowledge and skills. We also ensure that our educators are regularly provided with reflective practice opportunities to ensure they are supported in their work with children. Our service also strives to ensure our educators have a good work/life balance and that they are respected and supported to ensure their own wellbeing.</p>

EVIDENCE IN PRACTICE

Example	Evidence
<p>1. Stable Staffing Environment The service provides a stable staffing environment by minimising staff turnover and hiring experienced and committed educators who have a strong understanding of the service's philosophy and core values. This ensures consistency in care and education for the children.</p>	1. Staff interview questionnaire
<p>2. Supportive and Respectful Work Environment The service fosters a supportive and respectful work environment where educators are encouraged to build meaningful relationships with children and families. This promotes a sense of community and collaboration within the service.</p>	2. Service philosophy Verbal communications with families
<p>3. Encouraging Professional Relationships Educators are encouraged to develop professional relationships with other educators and families. This strengthens communication and collaboration, ensuring that all stakeholders are involved in supporting children's learning and development.</p>	3. Team building social events with families
<p>4. Clear Expectations and Communication Protocols The service has established clear expectations for educators' roles and responsibilities, along with effective communication protocols. These are outlined during the induction process and reinforced through regular check-ins with educators throughout the year, ensuring clarity and consistency in practices.</p>	4. Staff handbooks KPI reflections Staff induction checklist Job descriptions
<p>5. Transition Support for Children The service has implemented strategies to support children's transitions to new educators when needed. This includes introducing the new educator to the child and their family and providing ongoing support throughout the transition. To ease the process, transitions are typically done in small groups (similar to a buddy system), with short visits that gradually increase as the children become more comfortable with the change.</p>	5. Transition packs for families Welcome to ...room pack

<p>6. Consulting Families During Transitions Families are consulted when transitioning children to different age groups, ensuring their input is considered and that the child's individual needs are met during the transition process.</p> <p>7. Consistency of Educators The consistency of educators in the room, along with regular start and finish times, helps children feel secure in their environment. The use of regular casual relief staff further contributes to maintaining a stable and predictable environment for the children.</p> <p>8. Support from Sister Services for Recruitment The service does not rely on recruitment agencies. Instead, it seeks support from sister services when the casual pool is exhausted. Staffing requests are made via a Facebook Messenger group chat, where service directors can offer support and share resources to ensure adequate staffing levels.</p>	<p>6. Transition packs</p> <p>7. Rosters</p> <p>8. Chemello Staffing Arrangements screenshot</p>
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EXCEEDING THEMES		
THEME 3	THEME 2	THEME 1

DATE:	Improvement identified	Progress notes
Click or tap to enter a date.		

STANDARD 4.2 PROFESSIONALISM

ELEMENT	OUR STRENGTH
4.2.1 Professional collaboration	<p>Management, educators and staff work collaboratively and with mutual respect, they challenge and learn from each other, recognising each other's strengths and skills.</p> <p>We promote an environment of open and honest communication, where the views of all stakeholders are respected and valued. We strive to create a culture of respect, trust and collaboration, where everyone feels safe to share ideas, challenge each other and work together to achieve the best outcomes. We encourage active listening, constructive feedback and professional development for all. We also ensure that everyone is aware of their obligations for the collective success of our service.</p>

EVIDENCE IN PRACTICE	
Example	Evidence
<ol style="list-style-type: none"> 1. Team Building Activities We provide regular team-building activities to foster camaraderie among staff. Each year, the company hosts an end-of-year celebration, invites all educators to 'Sundowner Drinks' on Early Childhood Educators Day, and celebrates the service's anniversary with an annual dinner. Additionally, we organise a range of other team-building activities throughout the year to enhance communication, collaboration, and respect among staff members. 2. Open Communication The service encourages open communication, feedback, and dialogue among staff members. This commitment is emphasised during the induction of each staff member to ensure that clear communication is established from the outset. 3. Collaborative Opportunities We promote opportunities for staff to learn from one another and collaborate on projects and initiatives. This collaborative approach helps to strengthen relationships and enhance the learning 	<ol style="list-style-type: none"> 1. Team building posts from yoga, quiz night, Chemello con 2. Staff induction checklist 3. Staff meeting minutes Room meeting minutes

<p>environment for both educators and children.</p> <p>4. Regular Check-Ins and Team Meetings Regular check-ins and team meetings provide staff with valuable opportunities to discuss issues, share ideas, and foster mutual respect and collaboration. These meetings are integral to maintaining a positive workplace culture.</p> <p>5. Recognition and Reward We believe in recognising and rewarding staff members for their contributions, successes, and hard work. Acknowledging individual and team achievements helps to motivate and encourage ongoing commitment to our shared goals.</p> <p>6. Setting the Tone for Respect Upon induction, the service sets the tone for respect within the organisation. We ensure that any disrespectful behaviour is addressed promptly, fostering an environment where everyone feels valued and respected.</p> <p>7. Leadership Development Opportunities We provide regular opportunities for staff members to develop their leadership skills and understand the importance of mutual respect and collaboration in their roles. This commitment to professional growth supports a strong and effective team dynamic.</p>	<p>4. Staff meeting minutes Room meeting minutes</p> <p>5. Facebook posts Story Park posts</p> <p>6. Staff induction Grievance policy</p> <p>7. Professional development opportunities KPI meetings</p>
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EXCEEDING THEMES		
THEME 3	THEME 2	THEME 1

DATE:	Improvement identified	Progress notes
Click or tap to enter a date.		

ELEMENT	OUR STRENGTH
4.2.2 Professional standards	<p>Professional standards guide practice, interactions and relationships.</p> <p>The Professional standards provide our team guidance and direction to ensure that they are providing high quality care and education to the children in their care. Professional standards are designed to help create a safe, nurturing, and stimulating environment for children to learn and grow. Professional standards help to ensure that early childhood educators are knowledgeable about best practices in the field and provide meaningful interactions and relationships with children, families, and colleagues. Professional standards also help to ensure that early childhood educators are up-to-date on relevant legislation, regulations, and policies and adhere to ethical and legal principles. Professional standards provide guidance for early childhood educators on how to include diversity and inclusivity into their practice, interactions, and relationships with children and families.</p>

EVIDENCE IN PRACTICE	
Example	Evidence
<ol style="list-style-type: none"> Code of Conduct The service has established a Code of Conduct to ensure that all stakeholders understand and adhere to the expected level of professionalism. This code is clearly communicated during the induction process and is regularly reviewed and updated to reflect current practices and needs. Professional Development Professional development is tailored to the individual needs and interests of educators. The service reflects on current practices and feedback from educators to guide the development of future professional learning opportunities. This ensures the service remains up-to-date with best practices in early childhood education and care, fostering continuous improvement. 	<ol style="list-style-type: none"> Service code of conduct Staff induction checklist KPI reflections

<p>3. Positive and Welcoming Environment We strive to create a positive and welcoming environment for both staff and children, one that promotes mutual respect and encourages collaboration. This supportive atmosphere helps to nurture strong relationships among all stakeholders.</p> <p>4. Policies and Procedures The service has developed and implemented policies and procedures that clearly outline the standards of practice in the early childhood education and care setting. These documents are communicated to educators during their induction, and educators are actively involved in the reflection and review process to ensure their understanding and alignment with these expectations.</p> <p>5. Appraisals The service conducts appraisals with all educators every six months. This provides an opportunity for coordinators to sit down individually with each educator, discuss their current performance, offer feedback, and set future goals. The aim is to ensure educators are meeting the service's expected standards and to support their professional growth.</p> <p>6. Mentoring and Support We provide mentoring, supervision, and ongoing support to staff and carers to ensure all stakeholders are held accountable for their actions and behaviour. This support comes directly from the service owner, upper management, service director, and Educational Leaders, ensuring consistent guidance and accountability across the team.</p> <p>7. Clear Communication Strategies The service has established clear communication strategies to ensure that all stakeholders are aware of the expectations regarding behaviour and professional practice. These strategies are designed to foster transparency and ensure everyone is aligned with the service's goals and values.</p>	<p>3. Pictures of the learning environments</p> <p>4. Deputy posts Emails to service from Nicole</p> <p>5. KPI reflections</p> <p>6. Emails from management Story Park posts Induction checklist</p> <p>7. Deputy posts Staff handbook</p>
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EXCEEDING THEMES		
THEME 3	THEME 2	THEME 1

DATE:	Improvement identified	Progress notes
Click or tap to enter a date.		

QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN



STANDARD 5.1 RELATIONSHIPS BETWEEN EDUCATORS AND CHILDREN

ELEMENT	OUR STRENGTH
5.1.1 Positive educator to child interactions	<p>Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.</p> <p>We strive to create a respectful, cooperative and supportive environment that is filled with positive relationships between staff, parents and children. We will provide a range of meaningful interactions and activities that promote social, emotional, physical and cognitive development. We will ensure that each child's individual needs are met and that they feel secure, confident, respected and included. We will also communicate regularly with parents and keep them informed of their child's progress and development.</p>

EVIDENCE IN PRACTICE	
Example	Evidence
<ol style="list-style-type: none"> Respectful Communication Educators use positive language and address children in a respectful manner, showing appreciation and understanding for their efforts. This approach encourages a nurturing environment where children feel valued. Active Listening Our educators practice active listening with their whole body, whenever possible. This includes making eye contact, turning to face the child, and getting down to their level, ensuring the child feels heard and respected. Respect for Individual Differences Educators show respect for individual differences by acknowledging the unique qualities of each child. They demonstrate acceptance of each child's ideas and opinions and 	<ol style="list-style-type: none"> Observed in practice Observed in practice Inclusion of all children observed in practice

<p>show an understanding of the prior knowledge and experiences children bring with them to care.</p> <p>4. Fostering a Sense of Community Educators foster a sense of community by encouraging cooperative activities and problem-solving. Both whole group and small group experiences are planned to promote teamwork, collaboration, and a sense of belonging among children.</p> <p>5. Positive Feedback and Role Modelling Educators provide specific, positive feedback that acknowledges a child's effort and progress. They set an example by displaying appropriate behaviour in both physical and verbal interactions. Educators actively participate in play-based learning, role-model appropriate play, engage in meaningful conversations, and join in at mealtimes.</p> <p>6. Promoting Agency and Autonomy The service offers ample opportunities for children to develop their sense of agency and autonomy. We provide children with choices and allow them to make decisions, empowering them and supporting their rights to have control over what happens to them.</p> <p>7. Building Personal Relationships Educators develop personal relationships by spending individual time with each child regularly and engaging in meaningful conversations, fostering secure bonds. Our educators are attentive to children, noticing when they are challenged with tasks. They offer support, guidance, and words of encouragement and intervene only when invited by the child.</p>	<p>4. Educational Program with group activities and projects Pictures of the learning environment Fortnightly Reflections</p> <p>5. Observed in practices</p> <p>6. Room routines with agency and autonomy promoted</p> <p>7. Observed in practices</p>
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EXCEEDING THEMES		
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ELEMENT	OUR STRENGTH
5.1.2 Dignity and rights of the child	<p>The dignity and rights of every child are maintained.</p> <p>We ensure the dignity and rights of every child are maintained by adhering to all applicable laws and regulations, providing a safe and secure environment, and treating all children with respect, kindness, and compassion. We ensure that all children have access to the necessary resources to meet their physical, emotional, and educational needs. We provide a safe and nurturing environment where children can learn and grow, free from any form of discrimination, abuse, neglect, or exploitation. We strive to provide an environment where children are valued, respected, and supported. We listen to and respond to the voices of children and help them reach their full potential.</p>

EVIDENCE IN PRACTICE	
Example	Evidence
<ol style="list-style-type: none"> Respect for Children's Rights The service ensures all staff and educators understand and respect the rights and dignity of each child. Our service prominently displays the UN Convention on the Rights of the Child in both the staff room and programming room to reinforce these principles. Safe and Nurturing Environment We provide a safe and nurturing environment where children can express themselves freely, feel secure, and interact positively with 	<ol style="list-style-type: none"> Staff induction Pictures of staff room and program room Pictures of learning environments

others. This environment supports their emotional and social development.

3. **Respect for Diversity and Inclusivity**

We have developed and implemented policies and practices that promote respect for diversity and inclusivity among all children and educators. These practices also encourage acceptance and understanding within the wider community.

4. **Meaningful and Enjoyable Play**

Educators provide children with opportunities to play and engage in activities that are meaningful, enjoyable, and conducive to their development. Play is recognised as an essential part of children's learning.

5. **Child Protection Training**

The service ensures that all staff, educators, and students receive appropriate training in child protection (mandatory reporting). This training is completed annually to ensure all staff are up to date with current legal and ethical requirements.

6. **Positive Behaviour Guidance**

The service believes in utilising positive reinforcement to guide children's behaviour and support their emotional regulation. Educators model and reinforce appropriate behaviours, helping children to develop self-regulation skills.

7. **Ongoing Support for Educators**

The service provides ongoing support to staff and educators to ensure they can meet the needs of individual children. This support includes regular one-on-one meetings, professional development, in-house training by educational leaders, and access to mental health services through *Be You*, which is paid for by the company.

3. Relationships with children policy
Behaviour management policy

4. Pictures of learning environments
Educational Program

5. Mandatory reporting certification on HR

6. Behaviour guidance policy

7. KPI reflections

EXCEEDING THEMES		
THEME 3	THEME 2	THEME 1

DATE:	Improvement identified	Progress notes
Click or tap to enter a date.		

STANDARD 5.2 RELATIONSHIPS BETWEEN CHILDREN

ELEMENT	OUR STRENGTH
5.2.1 Collaborative learning	<p>Children are supported to collaborate, learn from and help each other.</p> <p>We achieve this by providing a safe, nurturing environment in which children can interact and build relationships. We create opportunities for children to learn from each other and to work together, such as group activities and projects. We encourage children to share their ideas, ask questions and support each other. We also provide guidance and encouragement to help children develop positive social skills and cooperation. Finally, we recognise and celebrate children's successes and accomplishments, to help build a positive sense of community.</p>

EVIDENCE IN PRACTICE	
Example	Evidence
<ol style="list-style-type: none"> <p>Encouraging Cooperation Through Play-Based Learning</p> <p>Through the educational program and play-based learning, educators encourage children to work together on tasks such as building with blocks, creating art projects, or completing puzzles. Younger children who are not yet at the level for group work are encouraged to engage in side-by-side play, such as mat time, music and movement, or art and craft experiences. This helps children learn to take turns, follow directions, and gain confidence in expressing their own ideas.</p> <p>Modelling Cooperative Behaviour</p> <p>Educators use real-life examples to model and demonstrate cooperative behaviour. They vocalise key moments, talking through actions and choices that show how cooperation works. Educators actively work with children on projects, ask for their help, and share ideas together to foster collaborative skills.</p> 	<ol style="list-style-type: none"> <p>Educational Program Pictures of learning environment Group observations</p> <p>Observed in practices</p>

<p>3. Encouraging Communication and Conflict Resolution Educators encourage children to communicate in their own way, giving them the opportunity to talk to each other, ask questions, and share their thoughts. This helps children learn how to interact with others, resolve conflicts peacefully, and build respectful relationships.</p> <p>4. Guiding Group Activities and Promoting Teamwork Educators guide children through group activities, explaining how to work together as a team. They give children step-by-step instructions and provide praise and encouragement when they demonstrate cooperative behaviour. This reinforcement helps children develop teamwork skills and positive social interactions.</p> <p>5. Supporting Self-Regulation and Social Skills Educators help children practice self-regulation skills by teaching them how to take turns, share resources, and stay on task. They remain mindful of how the children are feeling and provide support when needed, helping children manage their emotions and behaviours in a group setting.</p>	<p>3. Educational Program with collaborative tasks</p> <p>4. Observed in practices</p> <p>5. Observed in practices</p>
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ELEMENT	OUR STRENGTH
5.2.2 Self-regulation	<p>Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.</p> <p>We do this by providing a positive, consistent, and nurturing environment that promotes children's development of self-regulation strategies such as self-awareness, self-control, and self-motivation. We provide an environment where children can learn to identify emotions in themselves and others, understand the consequences of their actions, and develop strategies to manage their behaviour. Through role-modelling, positive reinforcement and structure, we help children to understand appropriate behaviour and develop respect for others. We also provide opportunities for children to practice problem-solving, communication, and negotiation skills to help them to resolve conflicts.</p>

EVIDENCE IN PRACTICE	
Example	Evidence
<ol style="list-style-type: none"> 1. Clear Rules and Expectations for Behaviour The service has established clear rules and expectations for desired behaviour, ensuring that all staff members are aware of and consistently reinforce them. Visual aids such as posters, charts, and signs are used to make the expectations visible and understandable for children. 2. Positive Reinforcement and Role Modelling We use positive reinforcement to encourage children to make good choices and behave appropriately. Praising children for appropriate behaviour and offering rewards can be effective. Educators set a good example by modelling appropriate behaviour, as children learn best by observing the actions of adults. Educators monitor interactions between children, intervening as necessary to prevent conflicts or help resolve any that do arise. 3. Teaching Problem-Solving Skills Educators help children develop problem-solving skills by teaching them how to communicate effectively, express their feelings, and find solutions to conflicts. This supports children in becoming independent and confident in managing their social interactions. 	<ol style="list-style-type: none"> 1. Parent handbook Behaviour policy Pictures of environments 2. Behaviour policy 3. Observed in practices

<p>4. Creating a Safe and Nurturing Environment By creating a safe and nurturing environment where children feel comfortable expressing their emotions, educators help children learn to regulate their own behaviour and understand the emotions of others. This emotional development is key to fostering empathy and self-awareness.</p> <p>5. Structured Activities to Support Focus and Learning The educational program provides structured activities that help children stay focused and teach them how to follow instructions. These activities also promote skills such as time management, resilience, and productivity, contributing to a child's overall development.</p> <p>6. Encouraging Reflection and Self-Regulation Educators give children time to reflect on their own behaviour and the consequences of their actions. This helps children learn to regulate their behaviour and respond appropriately to various situations. The service provides quiet spaces in each room where children can retreat to reflect, gather their emotions, and then re-enter the play space when they are ready. This encourages self-regulation and mindfulness.</p>	<p>4. Photos of the environment</p> <p>5. Educational Curriculum</p> <p>6. Quiet spaces in the rooms</p>
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EXCEEDING THEMES		
THEME 3	THEME 2	THEME 1

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Click or tap to enter a date.		

QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES



STANDARD 6.1 SUPPORTIVE RELATIONSHIPS WITH FAMILIES

ELEMENT	OUR STRENGTH
6.1.1 Engagement with the service	<p>Families are supported from enrolment to be involved in the service and contribute to service decisions.</p> <p>We ensure families are supported by providing them with information about our service, offering them opportunities to provide feedback and suggestions, and making sure that our staff are respectful and accommodating of their needs. We also ensure that families are informed of any changes in service policies or procedures and have opportunities to be involved in decision-making. We develop family-friendly policies that reflect their values and beliefs and allow them to have an active role in the running of the service. Staff provide families with the resources they need to be involved, such as access to meetings and committees, and support them in understanding the importance of their involvement. We also provide resources and training to help families understand their rights and responsibilities, and how their participation can help improve the quality of our service.</p>

EVIDENCE IN PRACTICE	
Example	Evidence
<ol style="list-style-type: none"> Welcoming and Inclusive Environment The service creates a welcoming and inclusive environment for all families, reflecting their culture, language, and beliefs. The service's enrolment form provides an opportunity for families to share information about their culture, language, and beliefs. At the end of each year, the service distributes a survey to families to ask which cultural or calendar events are most relevant to them. The service then creates the yearly calendar of events based on this feedback, ensuring that the events are meaningful to both the families and the children attending. Family Involvement in Planning and Decision Making Families are invited to participate in service planning, decision-making, and evaluations. All planning for children's learning is documented in tangible paper form, and families can access all relevant documents related to their child upon request. Families are encouraged to provide feedback and input. They are also invited to reflect on and review service policies and procedures, 	<ol style="list-style-type: none"> Pictures of learning environments Parent feedback survey Story Park posts Story Park posts about policies Sign next to program to families about observations/portfolios

which are sent out for their consideration. All input and feedback are valued, and policies and procedures are amended as necessary to reflect the collective contributions of families.

3. Communication with Families

The service utilises Story Park and Kidsoft to provide regular communication with families. The Service Coordinator, Educational Leader, educators, and relevant stakeholders post updates on upcoming events, policy and procedure reviews, service changes, any illnesses present in the service, surveys, and other relevant communications. This ensures families are kept informed and involved in all important aspects of the service.

4. Opportunities for Connection and Support Networks

The service provides a variety of opportunities for families to connect with one another and establish support networks. Each year, the service hosts an end-of-year celebration, inviting all families to come together, get to know each other, and relax. In addition, the service hosts family days and events throughout the year, including morning teas, afternoon teas, open nights, and workshops, to foster a sense of community and collaboration.

5. Complaints and Feedback Processes

Families are provided with information about the complaints and feedback process upon enrolment. This information is always on display in the foyer, ensuring it is easily accessible for all families.

- 3. Story Park posts
Kidsoft emails
Newsletters

- 4. End of year celebration pictures
Special person day pictures
Story Park posts about events
Parent workshop pictures
Parent workshop posts

- 5. Parent handbook
Complaints / feedback poster & picture

EXCEEDING THEMES		
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DATE:	Improvement identified	Progress notes
12/03/2024	To provide families with information on community resources and services that may be relevant at the time.	<p>12.03.24 Alisha has messaged Sarah in regard to putting up a community notice board which will include information about local community events, service events as well as promotional materials for families own or community businesses.</p> <p>18.03.24 Messaged Sarah reminds and to see the outcome of conversation</p> <p>22.03.24 – Sarah has a pinboard we can utilise</p> <p>26.03.24 – Mark found the pinboard in the warehouse and will bring to the service to install next week.</p> <p>28.03.24 – Mark installed the pinboard so it's up and running</p>
12/03/2024	The service wishes to survey families' areas of interest regarding information evenings and training opportunities for parents.	<p>12.03.4 Bev has created a jot form survey and posted to families in regard to areas of interest and what time of day suits them for workshops/sessions.</p> <p>18.06.24 To date 12 submissions have been received. Touch base with Bev to plan the next information session for families based on the submissions received.</p> <p>17.09.24 Packed with goodness parent night has bene booked for 17.10.24 and shared with families on story park and Facebook page as well as shared on local community page</p>

ELEMENT	OUR STRENGTH
6.1.2 Parent views are respected	<p>The expertise, culture, values and beliefs of families are respected, and families share in decision-making about their child's learning and wellbeing.</p> <p>We ensure families are at the centre of decision-making by engaging with them in all aspects of the child's learning and wellbeing. We will seek out the family's expertise, culture, values and beliefs to ensure these are included in decision-making. We will involve the family in the planning and development of the child's learning journey and will ensure all decisions are made collaboratively. We will provide families with the necessary resources, information and support to understand their role in their child's learning and wellbeing. We will create an open and inclusive environment that allows for honest and respectful communication between staff and families. We will ensure families are given the opportunity to express their views and will value their contributions.</p>

EVIDENCE IN PRACTICE	
Example	Evidence
<ol style="list-style-type: none"> Inclusive and Respectful Environment The service creates an inclusive and respectful environment that allows families to feel comfortable and supported. This includes creating family walls within each room, showcasing children's pictures and artwork, and ensuring the environment reflects the diversity and uniqueness of the children attending. Family Input and Feedback Families are welcomed to provide input and feedback into the educational program on a daily basis. Educators actively seek and incorporate family input by considering their language, culture, values, and beliefs. Information provided during enrolment, regular verbal and written communication via Story Park, the family app, surveys, and one-on-one meetings all serve as platforms for families to engage and contribute to the program. Access to Learning Plans Families are invited to access all relevant learning and development plans for their child on Story Park and are 	<ol style="list-style-type: none"> Pictures of environments Story Park 'Stories' of the day My Child sheets Story Park Posts 'JotForm' surveys School readiness meeting notes / reflections Individual learning plans on Story Park

encouraged to provide input and feedback on the curriculum. This fosters transparency and active family participation in their child's learning journey.

4. **Culturally Reflective Resources**

The service continually seeks to improve access to resources and materials that reflect the cultures, values, and beliefs of the families in our care. This ensures that children's learning environments are inclusive and representative of the diverse backgrounds of the community.

5. **Sharing Knowledge and Experiences**

Families are warmly welcomed to share their knowledge, skills, and experiences with educators and other families. Families have contributed by reading stories with the children, sharing cultural cooking experiences, and participating in gardening activities, enriching the children's learning experiences.

6. **Educational Leader's Family Engagement**

The Educational Leader hosts an annual parent and family evening, where the educational curriculum is presented to support families' understanding of their child's learning and development. This event also encourages their involvement in the educational program.

7. **Encouraging Family Feedback**

Families are encouraged to voice their opinions, feedback, and concerns regarding their child's learning and wellbeing. Educators provide opportunities for ongoing dialogue through access to Story Park, regular updates on children's progress, and invitations to one-on-one meetings.

8. **Collaborative Policy and Procedure Development**

The service's policies and procedures are developed with input from both educators and families, ensuring they are relevant, meaningful, and reflective of the cultural beliefs and values of the families we serve. This collaboration ensures that the service is responsive to the needs of the community.

- 4. Story Park posts
Classroom resources pictures
Family noticeboard pictures

- 5. Parent handbook
Story Park posts
My Child sheets

- 6. Educational Leader info night pictures
Educational Leader info night slide show

- 7. Parent handbook
Story Park posts
Daybook parent input
Parent meeting invitations

- 8. Parent interaction and involvement into the service policy
Parent handbook

EXCEEDING THEMES		
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DATE:	Improvement identified	Progress notes
14/03/2024	<p>Family involvement and contributions are not as frequent or as intentional as we hoped they would be. Sending out a reminder to families that we encourage volunteers might remind/inform families of this opportunity</p>	<p>14.03.24 Alisha sent out a story park post to families with an infographic explaining that we encourage parent helpers and to see her to schedule a time.</p> <p>21.3.24 2 families donated boxes of Toys to the centre after they had a cleanout at their house getting ready to move.</p> <p>26.03.24 – 1 parent offered to be a helper and also as her family are visiting asked if they could come in for a morning too. The visit is also linking with Toddler room curriculum as they are learning about diverse cultures. Scheduled this to be 27.03.24</p> <p>3.10.24 Anna spoke to Molly, Teddy's mum about utilising her connections through work with the aged care sector to support the service in building a connection with the community. Anna to touch base with Molly week commencing 14.10.24 regarding a time to visit some of the facilities to find one that is a good fit for us to partner up with.</p>

ELEMENT	OUR STRENGTH
6.1.3 Families are supported	<p>Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.</p> <p>We ensure current information is available to families through various methods such as:</p> <ul style="list-style-type: none"> • Regularly updating our website with up-to-date information about our services, including details of upcoming events and activities. • Hosting workshops and seminars to provide families with the tools and resources they need to support their parenting and family wellbeing. • Offering one-on-one consultations with our team of experts who can offer tailored advice and strategies to families. • Sharing our information through social media networks and email newsletters. • Connecting families with other relevant community services and resources that can provide additional support.

EVIDENCE IN PRACTICE	
Example	Evidence
<ol style="list-style-type: none"> 1. Service Website and Community Board The service's website provides a range of information relevant to the families in our care. Regular updates are posted on the website and the community board, including information on the service, community events, local services, and resources that support families in their parenting journey. 2. Information Sessions and Workshops The service offers ongoing information sessions and workshops that are relevant to families' current needs. Surveys are distributed to families to gather feedback on the types of workshops they would find most beneficial. The service also shares information on community-based training sessions, such as those hosted by the local parent health centre. Families are invited to provide feedback on these sessions, allowing the service to reflect and adapt for future workshops. 3. Monthly Newsletter The service provides a monthly newsletter to families, which includes a variety of relevant information. This may include 	<ol style="list-style-type: none"> 1. Story Park posts Parent Portal posts Community flyers pictures 2. Story Park posts to Families on information sessions 3. Newsletters

<p>updates from the office, news from each room, upcoming events, community resources, and other important details for families to be aware of.</p> <p>4. Dental Hygiene Partnership The service has established and maintained a relationship with a local daycare dental service that promotes dental hygiene among children aged 2-5 years. Medicare rebate information is made available for families, and dental check-ups are hosted on-site to minimise the need for families to manage appointments. Families are also provided with a report on their child's oral health following each check-up.</p> <p>5. Parent-Teacher Meetings The service encourages families to request meetings with educators to discuss their child's learning and development at any time. In the kindergarten rooms, mid-year meetings are held with families to review the child's progress in the school-readiness program and set goals for their future learning.</p> <p>6. Community Board and Story Park The service has a community board that is regularly updated with information on services and resources available in the community. Families are invited to share their business details on the community board for others to access. They are also encouraged to post relevant information on the service's Story Park platform, fostering further community engagement.</p>	<p>4. Emails to and from daycare dental Story Park posts</p> <p>5. Parent meeting invitations Parent meeting reflections Parent evening pictures School readiness program</p> <p>6. Pictures of community board Story Park posts by families</p>
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EXCEEDING THEMES		
THEME 3	THEME 2	THEME 1

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Click or tap to enter a date.		

STANDARD 6.2 COLLABORATIVE PARTNERSHIPS

ELEMENT	OUR STRENGTH
6.2.1 Transitions	<p>Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.</p> <p>We accomplish this by establishing a network of communication between the child's current and future educators and parents. Through conversations and meetings, we will ensure that all the stakeholders are aware of the child's strengths and areas of need, plan for a smooth transition, and provide resources and support for the child to make a successful transition. We will also ensure that the child's academic, social, and emotional needs are met throughout the transition.</p>

EVIDENCE IN PRACTICE	
Example	Evidence
<p>1. Communication Expectations Families are provided with information on the service's communication expectations during their tour and orientation. Families are encouraged to communicate in writing, with clear guidelines outlining which communication tool is appropriate for specific purposes. For instance, families are encouraged to use Story Park to communicate with educators, while any changes to bookings, feedback, or complaints should be emailed directly to the service, especially on days when their child will not be attending.</p> <p>2. Transition Policies and Procedures The service has established clear policies and procedures regarding transitions within the service. We provide families with a</p>	<p>1. Tour checklist Family handbook Story Park posts Family emails</p> <p>2. Transition policy</p>

'transition pack,' which serves as a guideline for both the service and families to understand the transition process. Families are welcome to provide feedback or ask questions about their child's transition or the process itself.

3. Transition Pack and Documentation

The service's transition pack offers educators and families clear timelines, expectations, and relevant documentation to accompany each transition. Educators use the 'child note' tool on Story Park to document and track each child's transition process. If a child is especially enjoying their transition, educators are encouraged to call the family to suggest a longer play session. Each child also has an 'About Me' form that is shared with the educators of the next room, providing a snapshot of the child's interests, likes, dislikes, medical information, and other relevant details that may assist in making the transition smoother.

4. Professional Development for Educators

Educators are offered professional development opportunities based on feedback gathered during performance reviews and aligned with individual educator goals. This ensures that educators are well-equipped to support and facilitate the development of children in their care.

5. Environment of Inclusivity and Respect

The service provides an environment that is inclusive and respectful for all children, families, and educators involved. We strive to ensure that everyone feels valued and supported.

6. Incorporating Family and Educator Input in Transitions

Educators use input from families and colleagues, including transition reports, feedback, and previous transition experiences, to plan a range of play-based and social-emotional learning activities that are relevant to the children's interests. This helps ensure that each transition is meaningful and supports the child's development.

7. Monitoring and Evaluation of Transitions

Educators continuously monitor and evaluate each child's response during the transition process. Depending on how the

3. Transition pack
Story Park transition notes

4. Educator goals
KPI reflection forms

5. Environment pictures

6. Transition Pack

7. Transition notes on story park

child is managing, educators may either return the child to their original room or discuss the option of extended play with the family. The focus is on ensuring that the child's individual needs are met throughout the transition.	Verbal discussions between room leaders and director regarding progress
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EXCEEDING THEMES		
THEME 3	THEME 2	THEME 1

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ELEMENT	OUR STRENGTH
6.2.2 Access and participation	<p>Effective partnerships support children's access, inclusion and participation in the program.</p> <p>We strive to ensure that every child has access to our program by actively engaging with our community partners. We work closely with schools, social service agencies, and other local organisations to create a welcoming and inclusive environment for all children. We also provide training and support to our partners to ensure they understand our program and the needs of the children. We seek to build relationships with our partners that foster collaboration, communication, and mutual trust, so that we can identify and address any barriers to access and inclusion. Finally, we ensure that children have meaningful opportunities to participate in our program by providing structured activities and engaging with them to understand their interests and ideas.</p>

EVIDENCE IN PRACTICE

Example	Evidence
<p>1. Establishing a Shared Vision We establish a clear and shared vision for the desired outcomes of the partnership and ensure that all participants understand the importance of their role in achieving these goals. This is communicated during enrolment with families or through discussions with community contacts.</p>	<p>1. Orientation of children policy Parent handbook Emails to community establishments</p>
<p>2. Consistent and Respectful Communication The service fosters consistent and respectful communication and relationships with all families, starting from the initial tour of the service. During this tour, the Service Coordinator outlines the communication tools available, and this information is also included in the service handbook to ensure clarity. We make sure all parties feel heard and respected. The service also has a grievance procedure in place, providing families with guidelines to support their needs and understanding of the processes. Families are encouraged to offer feedback and input, ensuring transparency and responsiveness.</p>	<p>2. Orientation of children policy Parent handbook Tour checklist Grievance (families) policy Survey in the enrolment form</p>
<p>3. Encouraging Open Dialogue and Feedback Families and community contacts are encouraged to engage in open dialogue and provide honest feedback. This ensures that all parties have the opportunity to express their views and have their needs met, contributing to a collaborative and supportive environment.</p>	<p>3. Orientation policy Parent handbook Tour guide Family grievance procedure and policy Community contact emails</p>
<p>4. Celebrating Successes and Contributions We celebrate successes and recognise the contributions of all partners in the partnership. This helps ensure that everyone feels appreciated and motivated to continue working together to achieve the best outcomes for children.</p>	<p>4. Story Park and Facebook celebratory posts</p>

EXCEEDING THEMES		
THEME 3	THEME 2	THEME 1

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Click or tap to enter a date.		

ELEMENT	OUR STRENGTH
6.2.3 Community engagement	<p>The service builds relationships and engages with its community</p> <p>We build relationships and engage with our service community by providing support, resources, and opportunities for meaningful connection. We strive to create an inclusive and welcoming environment for everyone, regardless of background or identity. We also foster meaningful relationships by creating events and activities that promote collaboration, education, and socialisation. This includes hosting workshops, meetups, and other virtual and in-person gatherings. Additionally, we actively seek out feedback from our service community in order to best meet their needs and ensure their satisfaction.</p>

EVIDENCE IN PRACTICE	
Example	Evidence
<p>1. Open Communication Channels The service uses a variety of communication tools to maintain open and transparent communication with families, including Story Park, Newsletters, Email, Parent Portal, Parent Nights, JotForms for feedback, and notice boards. These platforms have helped build</p>	<p>1. Storypark posts to families JotForm's Newsletters Parent Portal posts/ bulk emails Noticeboard pictures</p>

strong relationships with families and connect with the wider community.

2. **Welcoming Environment**

We have created a welcoming and nurturing environment for both families and educators. This includes designing a calming entrance and foyer area with soothing music and scents to make families feel at ease. The service also provides a comfortable space for educators to relax, with the staff room being designed as a peaceful retreat, a "home away from home."

3. **Fostering a Positive Culture**

The service fosters a positive culture by establishing clear guidelines and policies from the outset. Educators are invited to participate in various **team-building** experiences, such as staff meetings, team outings, dinners, or activities like mini-golf. Families and educators are also encouraged to collaborate on service projects, promoting positive behaviour and communication among staff, while celebrating the successes and achievements of the service.

4. **Embracing Diversity**

Embracing diversity within the service is vital for building meaningful relationships and engaging with the broader community. This includes offering programs and activities that celebrate different cultures, backgrounds, and traditions, fostering an inclusive and respectful environment.

5. **Professional Development Opportunities**

We offer professional development opportunities tailored to the needs of our educators, based on their feedback. During performance reviews, educators are encouraged to identify areas where they would like to improve or trends they are noticing in their environment. This allows us to offer relevant and targeted professional development that supports their growth and the needs of the service.

6. **Community Engagement**

The service hosts a variety of community events throughout the year. Instead of selecting specific charities and events, we actively seek feedback from educators and families on causes that are

- 2. Pictures of foyer
Pictures of staff room

- 3. Team building pictures
Team building posts / Flyers
Story Park posts

- 4. Educational curriculum with cultural diversity
Harmony Day celebrations
Special days collage

- 5. Educator goals from Story Park
KPI reflection forms
Subsequent PD's

- 6. Events calendar

meaningful and relevant to them. This approach ensures that the events we support align with the values and interests of our community.

EXCEEDING THEMES

THEME 3

THEME 2

THEME 1

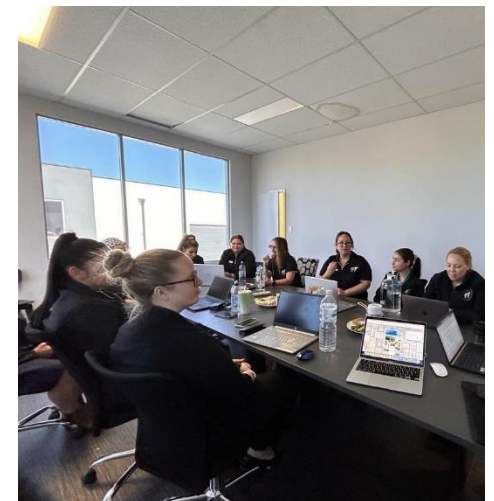
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Progress notes

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QUALITY AREA 7: GOVERNANCE AND LEADERSHIP



STANDARD 7.1 GOVERNANCE

ELEMENT	OUR STRENGTH
7.1.1 Service philosophy and purpose	<p>A statement of philosophy guides all aspects of the service's operations.</p> <p>We ensure that our statement of philosophy informs our decisions and guides our operations. Our statement of philosophy outlines the values, principles and standards that we strive to uphold in all aspects of our service. It is our commitment to ensure that our service reflects, upholds and promotes our statement of philosophy with all stakeholders, including staff, volunteers, members, partners, and the communities we serve.</p>

EVIDENCE IN PRACTICE	
Example	Evidence
<ol style="list-style-type: none"> 1. Clear and Concise Philosophy Statement Our service has developed a clear and concise statement of philosophy that accurately reflects the values, beliefs, and current practices of the children, families, and educators within the service. 2. Reference in Communications and Training The statement of philosophy is referenced regularly in various communications and training related to early childhood education and care. This includes materials used to educate staff, parents, and other stakeholders. Additionally, it is reviewed by all educators during their fortnightly program reflections to ensure alignment with current practices. 3. Adherence to Code of Ethics Our service adheres to the Early Childhood Australia's Code of Ethics and has it displayed in the staff room for all educators to reference, ensuring we uphold ethical standards in our daily practices. 	<ol style="list-style-type: none"> 1. The service Philosophy 2. The service philosophy monthly reflections 3. Early Childhood Australia Code of Ethics

<p>4. Visibility for Families and Visitors The philosophy statement is prominently displayed in the foyer of the service, making it visible to families, visitors, and the wider community to ensure transparency and understanding of our values.</p> <p>5. Annual Review Process The philosophy is reviewed on an annual basis or whenever there is a need for revision. This review process is collaborative, involving educators, management, and feedback from families. The ideas and input of children are also considered, and the draft is shared with families for further feedback before a final version is issued.</p> <p>6. Ongoing Staff Training and Support The service provides ongoing staff training and support to ensure that the philosophy is consistently upheld. This includes providing educators with the necessary knowledge, skills, and resources to deliver high-quality early childhood education and care.</p>	<p>4. Service Philosophy on display in the foyer</p> <p>5. Service Philosophy Staff meeting minutes or Deputy posts</p> <p>6. Service Philosophy Staff meeting minutes</p>
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EXCEEDING THEMES		
THEME 3	THEME 2	THEME 1

DATE:	Improvement identified	Progress notes
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ELEMENT	OUR STRENGTH
7.1.2 Management systems	<p>Systems are in place to manage risk and enable the effective management and operation of a quality service.</p> <p>Our systems are designed to ensure that all areas of risk associated with our services are identified, monitored and managed in accordance with best practice. We use a combination of tools and processes to manage risk, including risk assessments, risk management policies, procedures, and internal and external audits. Our systems are designed to ensure that any issues that arise are identified and addressed promptly to ensure the highest quality of service. We also have procedures in place to ensure that the quality of our services is regularly monitored and assessed. We also ensure that our staff are trained in risk management concepts and that they understand how to identify, assess and manage risk. Our staff are also trained in the use of our systems and processes and are regularly updated on any changes or updates that may be required. We also ensure that our systems and processes are regularly reviewed and updated to ensure they are up-to-date and in line with current best practice. This helps to ensure that we are always providing the best service possible and that our children families and educators can trust in the quality of our services.</p>

EVIDENCE IN PRACTICE	
Example	Evidence
<ol style="list-style-type: none"> 1. Establishing Quality Standards Our service establishes clear quality standards that all early childhood programs must meet to ensure the provision of high-quality care. These standards include health and safety requirements, staff qualifications, curriculum frameworks, and other essential areas that directly impact the quality of care provided to children. 2. Training and Drills for High-Risk Situations Our staff are trained to manage high-risk situations effectively. Regular drills are conducted every two months, with varying plausible scenarios to ensure that all educators are well-versed in the appropriate actions to take in any emergency situation. This training ensures that educators can respond quickly and efficiently when needed. 3. Monitoring Educational Quality The Educational Leader closely monitors the quality and development of the educational program for each room and age group. Regular weekly checks are carried out, and a more 	<ol style="list-style-type: none"> 1. Health and Safety Handbook Staff Handbook Job descriptions Curriculum planning guide Staff Qualifications 2. Emergency Evacuation drill write up Medical Emergency drill write up Lock down drill write up Emergency management policy 3. Educational Leader checks Educational Leader communication from Story park

<p>comprehensive review is conducted at the end of each term to ensure continuous improvement and high-quality educational practices.</p> <p>4. Provision of Adequate Resources The service provides the necessary resources to ensure that quality service delivery and risk management practices are carried out effectively. These resources may include training materials, additional staff, professional development opportunities, and updated technology to support educators in providing the best care for the children.</p>	<p>4. Induction procedure Health and Safety Handbook Staff meeting minutes Professional development minutes / handouts</p>	
EXCEEDING THEMES		
THEME 3	THEME 2	THEME 1

DATE:	Improvement identified	Progress notes
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ELEMENT	OUR STRENGTH
7.1.3 Roles and responsibilities	<p>Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.</p> <p>We actively promote an open culture of communication and collaboration, and ensure staff are supported and empowered to fulfil their roles and responsibilities. We provide training and development opportunities to ensure staff have the skills and knowledge necessary to carry out their roles and responsibilities.</p> <p>We ensure everyone involved in the delivery of the service understands their roles and responsibilities and regularly review these to ensure they are up to date with changing circumstances. We ensure any changes to roles and responsibilities are communicated to all staff involved in the service, and that everyone understands the implications of the changes.</p> <p>We also ensure that decision-making processes are clearly defined and communicated to all stakeholders. We ensure clear documentation of decisions and their outcomes, and that everyone involved in the service is aware of them. We ensure everyone involved in the service is aware of the processes used to make decisions and that they are consulted when appropriate.</p>

EVIDENCE IN PRACTICE	
Example	Evidence
<ol style="list-style-type: none"> Clear Expectations for Roles and Duties Clear expectations are set for roles and duties at both the service and room levels to ensure everyone is aware of their responsibilities. The service maintains a roles and duties chart that outlines specific office roles assigned to educators, such as sustainability or fundraising. Educators in these roles serve as liaisons, reporting back to the group. Within the rooms, educators collaborate on a room routine that has been established collectively to ensure tasks are completed efficiently, and that duties are shared equally among all educators in the room. Clear Communication of Expectations The service ensures that all staff understand their roles and responsibilities through clear communication. We use a range of 	<ol style="list-style-type: none"> Job descriptions Jobs / Duties chart Room routines Induction process Memos from Deputy Job descriptions

methods, such as **team meetings, memos**, and one-on-one discussions, to ensure everyone is fully informed about their duties and expectations.

3. **Setting Measurable Goals**

Educators and management work together to set **measurable goals** for each role. These goals are aligned with the expectations for performance, ensuring that everyone is clear on their objectives and what is required for success.

4. **Feedback and Performance Reviews**

All staff are offered regular feedback through verbal communication and **meetings**, as requested. Additionally, staff are invited to participate in a **biannual performance review** where we discuss progress toward goals, highlight strengths, and identify areas for improvement. **Monthly performance tracking** also informs the context for these reviews, ensuring ongoing development and support.

5. **Monitoring and Managing Practice Alignment**

The service has established a fair and transparent process for monitoring and managing instances where educators' practices do not align with service policies, procedures, or philosophy. The process ranges from informal conversations to **written warnings**, depending on the severity of the issue, ensuring a consistent and fair approach.

6. **Culture of Collaboration and Open Communication**

We have fostered a culture of **collaboration** and **open communication** among all staff. Educators are encouraged to share ideas, express opinions, and support one another in decision-making. This collaborative environment helps strengthen teamwork and ensures that all voices are heard.

7. **Training and Support for Development**

Training is provided for educators who may be experiencing shortfalls in practice or understanding. **In-house meetings** and **training sessions** are scheduled, with mentors providing support. In some cases, **external experts** are invited to deliver specialised

Staff Handbook
Story Park memos

3. KPI / appraisal documents

4. KPI / Appraisal documents

5. Performance reviews
Written warning evidence
Formal conversations
Probation evidence

6. Deputy memos
Story Park memos

7. Meeting minutes
Professional development minutes / reflections

education sessions on relevant topics, ensuring staff are equipped with the necessary knowledge and skills.

EXCEEDING THEMES

THEME 3

THEME 2

THEME 1

DATE:

Improvement identified

Progress notes

Click or tap to enter a date.

STANDARD 7.2: LEADERSHIP

ELEMENT	OUR STRENGTH
7.2.1 Continuous improvement	<p>There is an effective self-assessment and quality improvement process in place.</p> <p>The self-assessment and quality improvement process we use strives to ensure that the organisation is complying with all applicable standards and regulations. In order to do this, We uses a comprehensive quality management system that includes:</p> <ol style="list-style-type: none"> 1. Quality Management Plans: We develops quality management plans to ensure that its processes are effective and efficient. These plans include processes for assessing the quality of the organisation's work and for implementing improvements. 2. Quality Assurance: We ensures that quality assurance processes are in place to ensure that all processes are meeting the organisation's requirements. This includes analysing processes to identify any areas of improvement and implementing corrective actions to address any issues that arise. 3. Quality Audits: We conducts regular quality audits to ensure that the organisation is meeting its standards and regulations. During these audits, the organisation evaluates its processes and assesses the effectiveness of its quality management system. 4. Continuous Improvement: We strives to continually improve its processes and quality management system. This includes implementing process improvements, updating quality management plans, and assessing the effectiveness of the organisation's quality system. 5. Performance Measurement: We measures the performance of its processes to identify areas of improvement. This includes tracking performance metrics, analysing process performance data, and developing processes to improve performance. <p>By utilising these tools, we can effectively assess its processes and ensure that its quality system is in compliance with applicable standards and regulations.</p>

EVIDENCE IN PRACTICE

Example	Evidence
<p>1. Stakeholder Involvement in Self-Assessment We engage a team of stakeholders, including parents, staff, and community representatives, to lead the self-assessment and quality improvement process. This collaborative approach ensures that all perspectives are considered in evaluating and enhancing the service.</p> <p>2. Data Collection and Analysis The service conducts a comprehensive self-assessment using a variety of tools, including the Quality Improvement Plan (QIP), surveys, audits, compliance checks, program assessments, and maintenance checks. The data collected is systematically organised to provide a clear picture of our service operations. This information is then analysed to identify areas of strength that are well-established and those that need further attention or improvement.</p> <p>3. Action Plan Implementation and Monitoring Based on the analysis, an action plan is created and implemented. The service provides necessary resources and support to staff and families as required. Progress is consistently monitored and measured against expected outcomes. If certain issues are time-sensitive, reinforcements are applied to ensure the goals are met within the required timeframe.</p> <p>4. Celebrating Successes We celebrate the successes throughout the process and ensure that the contributions of all stakeholders are recognised and appreciated. This fosters a sense of achievement and encourages ongoing engagement in the quality improvement journey.</p>	<p>1. QIP meeting minutes Program reflections with QIP input Story Park memos to families</p> <p>2. Compliance checks from Coordinators diary Educational Leader checks Kitchen audits</p> <p>3. Coordinators Diary reminders Story Park posts to families Deputy memos</p> <p>4. Story Park posts Deputy posts</p>

EXCEEDING THEMES

THEME 3	THEME 2	THEME 1

DATE:	Improvement identified	Progress notes
Click or tap to enter a date.		

ELEMENT	OUR STRENGTH
7.2.2 Educational leadership	<p>The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.</p> <p>We ensure our educational leader is supported by providing them with the necessary resources, such as a team of qualified educators, adequate budget and the necessary technology to be successful. We also provide them with professional development opportunities to ensure they have the knowledge and skills to effectively lead the development and implementation of the educational program and assessment and planning cycle. Additionally, we provide mentorship and guidance to the educational leader to help them remain focused on their goals, and to help them navigate any potential challenges that may arise. Finally, we ensure that our educational leader is given the respect and recognition they deserve for the important role they play in providing a high-quality education for our educators, children and families.</p>

EVIDENCE IN PRACTICE	
Example	Evidence
<p>1. Comprehensive Planning and Objectives We develop a comprehensive plan with clear objectives and measurable outcomes to guide the implementation of the</p>	<p>1. Educational Leader notes Educational Leader examples in daybooks Curriculum planning guide</p>

educational program and the assessment and planning cycle. This plan ensures a structured approach to delivering high-quality early childhood education.

2. **Collaboration with Stakeholders and External Partners**

We actively foster **collaboration** with all stakeholders, including families and external partners, to ensure that everyone's voice is heard and respected throughout the **planning, implementation, and evaluation** of the program. This collaborative approach strengthens the quality and relevance of the program.

3. **Professional Development for Educators**

To ensure that early childhood educators have the necessary skills and knowledge, we provide **professional development opportunities**. These are tailored to support the effective delivery of the program, equipping educators to engage children and families with best practices in early childhood education.

4. **Monitoring and Evaluation System**

We have established a **monitoring and evaluation system** to track the effectiveness of the program. Weekly **program checks** are conducted to assess the previous week's activities, with a more detailed review completed at the **end of each term**. This ensures that the program is being implemented efficiently and meets the required standards.

5. **Culture of Continuous Improvement**

We create a **culture of continuous improvement** by regularly evaluating the program and adjusting it as needed. The service engages in **collaborative discussions** with other services within the company to explore the **efficacy** of the current educational program and identify potential improvements.

6. **Transparent Communication of Changes**

All proposed changes to the program are discussed with everyone involved and shared transparently. These changes are communicated through the **educator's space** on our online documentation platform, Story Park, and highlighted in the **Educational Leader's quarterly newsletter** to ensure consistency and clarity across the service.

Induction checklist

- 2. Enrolment forms
Parent handbook
Fortnightly reflections
Weekly plan

- 3. KPI / appraisal plans
Deputy memos
Story Park conversations

- 4. Program checks performed by Educational Leaders
Communication from Educational Leader on Story Park to educators

- 5. Educational Leader diary
Educational Leader reflections
Meeting Minutes
Educational Leader Newsletter

- 6. Meeting Minutes

<p>7. Supportive Environment for Educators We strive to create a supportive environment where educators feel their voices are heard and respected. The Educational Leader maintains an open-door policy, welcoming ideas and questions from all educators, ensuring ongoing dialogue and fostering a culture of respect and collaboration.</p>	<p>7. Educational leader diary conversations with educators and input requests</p>
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EXCEEDING THEMES		
THEME 3	THEME 2	THEME 1

DATE:	Improvement identified	Progress notes
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ELEMENT	OUR STRENGTH	
7.2.3 Development of professionals	<p>Educators, co-ordinators and staff members' performance is regularly evaluated, and individual plans are in place to support learning and development.</p> <p>We ensure that educators, co-ordinators and staff members are regularly evaluated through performance reviews and feedback sessions. We also have individual learning and development plans in place to ensure that everyone can reach their maximum potential and contribute to the success of the organisation. These plans include professional development opportunities, mentoring, and coaching programmes. We are committed to providing the necessary resources and support to ensure that our staff can reach their goals.</p>	

EVIDENCE IN PRACTICE

Example	Evidence
<ol style="list-style-type: none"> 1. Performance Appraisal System The service has developed and implemented a performance appraisal system that is clearly understood by both management and staff who participate in the process. This ensures a transparent and consistent evaluation of staff performance. 2. Bi-Annual Performance Appraisals Performance appraisals are conducted bi-annually for all staff members, including the management team. This provides regular opportunities for feedback, goal-setting, and professional growth. 3. Professional Learning and Support Community We have established a professional learning and support community with other services in the area. Through a closed Facebook group, we share ideas, network, engage in reflective discussions, and celebrate successes. The Educational Leader regularly shares important information, research, and reminders about upcoming events and significant dates. 4. Paid Professional Development Opportunities Educators are provided with paid professional development opportunities, including interstate training, to enhance their skills. These opportunities also allow them to network with educators from other services and states, broadening their perspectives and strengthening their professional growth. 	<ol style="list-style-type: none"> 1. Performance appraisals from Child HR KPI reflection forms 2. Performance appraisals from Child HR KPI reflection forms 3. Educational Leader conversation and posts from Story Park and Facebook group 4. ECA conference Adelaide.

EXCEEDING THEMES		
THEME 3	THEME 2	THEME 1

DATE:	Improvement identified	Progress notes
Click or tap to enter a date.		