

Rating Outcome Summary

Service Name	Collaroy Plateau Community Kindergarten
Service Approval Number	SE-00006987
Provider Name	Collaroy Plateau Community Kindergarten
Provider Approval Number	PR-00003969
Assessment & Rating Number	ASR-00024503
Assessment Type	Full Assessment and Rating
Assessment Visit Date(s)	24-10-2018 to 24-10-2018
Assessment Officer	Janet Lawson
Endorsed By	Karl Salau
Report Status	FINAL

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About this *Rating Outcome Summary* report

This Rating Outcome Summary report outlines your service's rating outcomes from the recent quality assessment of your service's practices against the National Quality Standard (NQS).

This Rating Outcome Summary report includes the following:

- Summary of ratings
- Determination of "Met" or "Not Met" for each Element of the NQS
- The rating of each Standard and Quality Area
- A 'quality map' for each Standard
- Suggestions and resources for improvements

You can use this information to assist you in:

- Understanding and explaining your rating outcomes
- Sharing information about the quality of your service's practices with families
- Assessing areas for service quality improvement

How to read this document

The evidence of your service's practices, collected during the assessment, has been analysed to determine if each Element of the NQS has been 'Met' or 'Not Met' and rated at the Standard level in each Quality Area.

The information is organised by Quality Areas (i.e. QA1 to QA7). Each Quality Area includes:

A Quality Map of each Standard

This is a visual representation of your service's practices across the Standard. The highlighted descriptor reflects the analysis of evidence and indicates typical practice across each Standard during your assessment. This information can be shared with families to explain your rating at the Standard level.

Analysis notes of each Standard

In these notes the authorised officer can, if considered necessary, highlight particular practices that clarify or support their rating decision.

Quality Improvement notes and resources

These notes and resources aim to inform and support the cycle of continuous quality improvement of your service's practices. They can be considered for inclusion when you next update your service's Quality Improvement Plan.

Information about the National Quality Standard and rating levels can be found in the guide to the National Quality Standard or online at www.acecqa.gov.au

Overall Rating Summary

Overall Rating		Exceeding NQS
STD1.1	The educational program enhances each child's learning and development.	Exceeding NQS
STD1.2	Educators facilitate and extend each child's learning and development.	Exceeding NQS
STD1.3	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.	Exceeding NQS
QA1	Educational program and practice	Exceeding NQS
STD2.1	Each child's health and physical activity is supported and promoted.	Meeting NQS
STD2.2	Each child is protected	Meeting NQS
QA2	Children's health and safety	Meeting NQS
STD3.1	The design of the facilities is appropriate for the operation of a service.	Meeting NQS
STD3.2	The service environment is inclusive, promotes competence and supports exploration and play-based learning.	Exceeding NQS
QA3	Physical environment	Meeting NQS
STD4.1	Staffing arrangements enhance children's learning and development.	Meeting NQS
STD4.2	Management, educators and staff are collaborative, respectful and ethical.	Meeting NQS
QA4	Staffing arrangements	Meeting NQS
STD5.1	Respectful and equitable relationships are maintained with each child.	Exceeding NQS
STD5.2	Each child is supported to build and maintain sensitive and responsive relationships.	Exceeding NQS
QA5	Relationships with children	Exceeding NQS
STD6.1	Respectful relationships with families are developed and maintained and families are supported in their parenting role.	Exceeding NQS
STD6.2	Collaborative partnerships enhance children's inclusion, learning and wellbeing.	Exceeding NQS
QA6	Collaborative partnerships with families and communities	Exceeding NQS
STD7.1	Governance supports the operation of a quality service.	Exceeding NQS
STD7.2	Effective leadership builds and promotes a positive organisational culture and professional learning community.	Exceeding NQS
QA7	Governance and Leadership	Exceeding NQS

Overall Summary Comments

Your service is commended for its achievements in providing quality outcomes for children. In particular, careful planning, reflective practice and a willingness to collaborate with families and other community organisations to enhance children's learning and wellbeing demonstrates the commitment to quality by the approved provider, educators and staff. It is recommended that management and educators continue to reflect on current practice to maintain the quality outcomes evident during this assessment and rating process.

Quality Area 1: Educational program and practice

STANDARD 1.1	The educational program enhances each child's learning and development.
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Element	Concept	Descriptor	Met or Not Met
1.1.1	Approved learning framework	Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.	Met
1.1.2	Child-centred	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.	Met
1.1.3	Program Learning opportunities	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.	Met

Theme	Theme Description	Confirm
Theme 1	Practice is embedded in service operations.	Yes
Theme 2	Practice is informed by critical reflection.	Yes
Theme 3	Practice is shaped by meaningful engagement with families and/or community.	Yes

1.1	The educational program enhances each child's learning and development.	Exceeding NOS
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STANDARD 1.1	Analysis Notes
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Educators refer to the Early Years Learning framework, their knowledge of the individual children and reflect on learning theories to develop the curriculum which promotes the children's learning and development. Children's interests, strengths and ideas are identified by educators who share this information with colleagues to plan a program which is meaningful and relevant to the children. The routine is flexible, and daily activities are utilised to engage the children in conversation, promote their Independence, self help and social skills.

Feedback provided by the service is acknowledged including that the preschool welcomes, respects and draws on the voices, priorities and strengths of the children and families who attend and there is regular communication about the educational program and children's evolving knowledge, skills and strengths. Theme 3, Practice is shaped by meaningful engagement with families and/or community is amended to 'yes'. The rating for Standard 1.1 is amended to Exceeding National Quality Standard.

STANDARD 1.2	Educators facilitate and extend each child's learning and development.		
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Element	Concept	Descriptor	Met or Not Met
1.2.1	Intentional teaching	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.	Met
1.2.2	Responsive teaching and scaffolding	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.	Met
1.2.3	Child directed learning	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.	Met

Theme	Theme Description	Confirm
Theme 1	Practice is embedded in service operations.	Yes
Theme 2	Practice is informed by critical reflection.	Yes
Theme 3	Practice is shaped by meaningful engagement with families and/or community.	Yes

1.2	Educators facilitate and extend each child's learning and development.	Exceeding NOS
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STANDARD 1.2	Analysis Notes
	<p>Educators plan activities to extend individual children's skills and knowledge. Planned group experiences are utilised to promote positive social interaction and peer scaffolding. Open ended questions and provocations are used by educators to challenge children's thinking and support them to independently find solutions. The children choose the activities they want to engage in, are consulted about planning and consistently make decisions and choices throughout the day.</p> <p>Feedback provided by the service is acknowledged including that educators actively seek out the voices, perspectives and views of children throughout the day and draws on this to extend the children's learning. Theme 3, Practice is shaped by meaningful engagement with families and/or community is amended to 'yes'. The rating for Standard 1.2 is amended to Exceeding National Quality Standard.</p>

STANDARD 1.3	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.
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Element	Concept	Descriptor	Met or Not Met
1.3.1	Assessment and planning cycle	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.	Met
1.3.2	Critical reflection	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.	Met
1.3.3	Information for families	Families are informed about the program and their child's progress.	Met

Theme	Theme Description	Confirm
Theme 1	Practice is embedded in service operations.	Yes
Theme 2	Practice is informed by critical reflection.	Yes
Theme 3	Practice is shaped by meaningful engagement with families and/or community.	Yes

1.3	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.	Exceeding NOS
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STANDARD 1.3	Analysis Notes
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There is an ongoing cycle of planning, documenting and evaluating evident for each child. Activities to extend children's learning and interests are planned, evaluated and reflected upon for extended periods of time or until the child's interest changes. Engagement in critical reflection is promoted by the educational leader. Educators reflect on the children's learning, dispositions and behaviours, as well as on their own practices, the routine and environment. Changes are implemented as a result of critical reflection and challenging thinking from different perspectives. Information about the program and the children's engagement, progress and learning is provided to families through a variety of documented and verbal communications.

Feedback provided by the service is acknowledged including that educators consistently engage with family and community to ensure children's learning and development outside the service is incorporated into the assessment and planning cycle. Theme 3, Practice is shaped by meaningful engagement with families and/or community is amended to 'yes'. The rating for Standard 1.3 is amended to Exceeding National Quality Standard.

Quality Area 1: Ratings Summary

STANDARD 1.1	The educational program enhances each child's learning and development.	Exceeding NOS
STANDARD 1.2	Educators facilitate and extend each child's learning and development.	Exceeding NOS
STANDARD 1.3	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.	Exceeding NOS
Was there evidence that the education program being delivered is not based on the developmental needs, interests and experiences of each child and this poses an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service?		No
Provide Significant Improvement Required comments if 'YES' was selected above:		N/A
QUALITY AREA 1 RATING		Exceeding NOS

Quality Improvement Plan notes (optional)

The approved provider, nominated supervisor and educational leader may consider:

- *Continuing to respect and draw on the voices, priorities and strengths of families and children when developing the program.
- *Continuing to promote meaningful engagement with families and the community to enhance children's learning.
- *Continue to actively seek out the children's voices and perspectives and use these to extend the program.

Suggested Resources for Improvement

Talking up our Strengths

<http://www.snaicc.org.au/product/talking-up-our-strengths/>

Embedding Indigenous Perspectives in the Early Childhood Curriculum

http://www.ecta.org.au/_dbase_upl/ECTA-MELINDA__MILLER_ARTICLE.pdf

Pedagogy: Programs and relationships in practice

<http://www.earlychildhoodaustralia.org.au/our-publications/research-practice-series/research-practice-series-index/2014-issues/pedagogy-programs-relationships-practice/>

Learning to learn: Positive dispositions as a learning curriculum

<http://www.ecrh.edu.au/resources/detail/index/learning-to-learn-positive-dispositions-as-a-learning-curriculum>

Quality Area 2: Children's health and safety

STANDARD 2.1	Each child's health and physical activity is supported and promoted.
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Element	Concept	Descriptor	Met or Not Met
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.	Met
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.	Met
2.1.3	Healthy lifestyle	Healthy eating and physical activity are promoted and appropriate for each child.	Met

Theme	Theme Description	Confirm
Theme 1	Practice is embedded in service operations.	Yes
Theme 2	Practice is informed by critical reflection.	No
Theme 3	Practice is shaped by meaningful engagement with families and/or community.	No

2.1	Each child's health and physical activity is supported and promoted.	Meeting NOS
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STANDARD 2.1	Analysis Notes
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Educator's ensure that children's rest and relaxation requirements are met and there are flexible routines and opportunities for the children to engage in some quiet activities or to sleep if they want to. Illness and injuries that occur at the service are effectively managed and hygiene and food safety practices are implemented and promoted with the children. Healthy eating and nutrition is consistently promoted with the children and families. The environment and program supports the children's engagement in physically active play.

STANDARD 2.2	Each child is protected
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Element	Concept	Descriptor	Met or Not Met
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.	Met
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.	Met
2.2.3	Child protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.	Met

Theme	Theme Description	Confirm
Theme 1	Practice is embedded in service operations.	Yes
Theme 2	Practice is informed by critical reflection.	No
Theme 3	Practice is shaped by meaningful engagement with families and/or community.	No

2.2	Each child is protected	Meeting NQS
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STANDARD 2.2	Analysis Notes
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Precautions and strategies are implemented to protect the children from potential harm and hazard and educators effectively supervise the children whilst engaging in interactions and activities with them. Potential emergencies are planned for and rehearsed. Plans have been developed collaboratively with a council representative and the local fire brigade. All educators are knowledgeable about current child protection legislation, their responsibilities as mandatory reporters and most have completed a child protection course approved by the Regulatory Authority. Information about child protection is shared with families.

Quality Area 2: Ratings Summary

STANDARD 2.1	Each child's health and physical activity is supported and promoted.	Meeting NQS
STANDARD 2.2	Each child is protected	Meeting NQS
Was there evidence that practices and procedures pose an unacceptable risk to the safety, health and wellbeing of any child or children being educated and cared for by the service for any of the areas: 1. adequate supervision, or 2. taking every reasonable precaution to protect children from harm and hazards, or 3. health and hygiene, or 4. food handling and food preparation, or 5. safe drinking water and food, or 6. the environment is tobacco, drug and alcohol free, or 7. preventing the spread of infectious disease, or 8. managing children's medical conditions, or 9. administering medications, or 10. managing emergencies, or 11. managing excursions, or 12. collection of children from the service		No
Provide Significant Improvement Required comments if 'YES' was selected above:		N/A
QUALITY AREA 2 RATING		Meeting NQS

Quality Improvement Plan notes (optional)
<p>The approved provider and nominated supervisor may wish to consider the following:</p> <ul style="list-style-type: none"> *Continuing to promote effective hygiene routines with the children, across all areas of the service. *Continuing to promote healthy eating and nutrition with families. *Continuing to monitor the environment and program to ensure that children are protected from potential harm and hazard. *Continuing to ensure that emergency evacuation and lock down rehearsals are implemented regularly *Actively raise awareness of issues impacting children's safety with families and the community. <p>Educators may wish to consider:</p> <ul style="list-style-type: none"> *Continuing to use meal times to engage the children in conversations about nutrition and healthy lifestyle.

Suggested Resources for Improvement

Everyday Learning 'Physical activity' Helping children grow

<http://www.earlychildhoodaustralia.org.au/shop/product/everyday-learning-physical-activity-helping-children-grow/>

Healthy Kids. Eat well, get active

<http://www.healthykids.nsw.gov.au/>

Principles for Child Safe Organisations

<https://www.kidsguardian.nsw.gov.au/child-safe-organisations/child-safe-principles/principles-for-child-safe-organisations>

Quality Area 3:Physical environment

STANDARD 3.1	The design of the facilities is appropriate for the operation of a service.		
Element	Concept	Descriptor	Met or Not Met
3.1.1	Fit for purpose	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.	Met
3.1.2	Upkeep	Premises, furniture and equipment are safe, clean and well maintained.	Met
Theme	Theme Description		Confirm
Theme 1	Practice is embedded in service operations.		No
Theme 2	Practice is informed by critical reflection.		Yes
Theme 3	Practice is shaped by meaningful engagement with families and/or community.		Yes
3.1	The design of the facilities is appropriate for the operation of a service.		Meeting NQS
STANDARD 3.1	Analysis Notes		
<p>The indoor and outdoor environments are suitable for their purpose and educators have reflected on the most effective use of the shared spaces to promote the access of all children and families. All of the equipment and resources are safe, clean and well maintained with family and community engagement supporting the maintenance and contributing to improvements of the physical environments.</p>			

STANDARD 3.2	The service environment is inclusive, promotes competence and supports exploration and play-based learning.
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Element	Concept	Descriptor	Met or Not Met
3.2.1	Inclusive environment	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.	Met
3.2.2	Resources support play-based learning	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.	Met
3.2.3	Environmentally responsible	The service cares for the environment and supports children to become environmentally responsible.	Met

Theme	Theme Description	Confirm
Theme 1	Practice is embedded in service operations.	Yes
Theme 2	Practice is informed by critical reflection.	Yes
Theme 3	Practice is shaped by meaningful engagement with families and/or community.	Yes

3.2	The service environment is inclusive, promotes competence and supports exploration and play-based learning.	Exceeding NOS
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STANDARD 3.2	Analysis Notes
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There are numerous opportunities for the children engage with and explore natural elements in the indoor and outdoor environments. Educators reflect on the set up, design and use of the indoor and outdoor areas to promote children's engagement and learning. Resources are plentiful, varied and open ended. Children initiate activities and request resources to extend their experiences. Families have built and provided resources to extend the children's interests and learning. Care for the environment is encouraged by educators and management, and this is embedded in practice and promoted to families.

Quality Area 3: Ratings Summary

STANDARD 3.1	The design of the facilities is appropriate for the operation of a service.	Meeting NQS
STANDARD 3.2	The service environment is inclusive, promotes competence and supports exploration and play-based learning.	Exceeding NQS
Was there evidence that there is systematic and ongoing failure to ensure that: 1. the premises (including outdoor play spaces), furniture or equipment are safe and in good repair, or 2. there is sufficient furniture, materials and developmentally appropriate equipment for each child, or 3. indoor or outdoor space requirements are met and this failure poses an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service.		No
Provide Significant Improvement Required comments if 'YES' was selected above:		N/A
QUALITY AREA 3 RATING		Meeting NQS

Quality Improvement Plan notes (optional)
<p>The approved provider and nominated supervisor are may consider:</p> <ul style="list-style-type: none"> *Continuing to promote the children's, families and communities respect for the environment. <p>Educators may consider:</p> <ul style="list-style-type: none"> *Communicating about the effective use of indoor and outdoor spaces. *Continuing to engage children in activities that raise their awareness of environmental responsibility. *Continue to encourage the children to recycle and care for their environment.

Suggested Resources for Improvement
<p>The environment as the third teacher http://files.acecqa.gov.au/files/QualityInformationSheets/QualityArea3/TheEnvironmentAsTheThirdTeacher.pdf</p> <p>The Theory of Loose Parts</p>

<http://www.letthechildrenplay.net/2010/01/how-children-use-outdoor-play-spaces.html>

Loose Parts: Creating an ever changing environment

http://networkofcommunityactivities.org.au/wp-content/uploads/2014/06/Loose_Parts.pdf

Sustainability and intentional teaching in early childhood

<http://www.earlychildhoodaustralia.org.au/our-publications/every-child-magazine/every-child-index/every-child-vol-18-3-2012/sustainability-intentional-teaching-early-childhood-free-article/>

Quality Area 4: Staffing arrangements

STANDARD 4.1	Staffing arrangements enhance children's learning and development.		
Element	Concept	Descriptor	Met or Not Met
4.1.1	Organisation of Educators	The organisation of educators across the service supports children's learning and development.	Met
4.1.2	Continuity of staff	Every effort is made for children to experience continuity of educators at the service.	Met
Theme	Theme Description		Confirm
Theme 1	Practice is embedded in service operations.		Yes
Theme 2	Practice is informed by critical reflection.		No
Theme 3	Practice is shaped by meaningful engagement with families and/or community.		No
4.1	Staffing arrangements enhance children's learning and development.		Meeting NQS
STANDARD 4.1	Analysis Notes		
<p>The organisation of consistent, familiar qualified educators enhances the children's learning and development and supports their supervision, safety and relationships while in care. The working conditions, environment and management contribute to educators being employed for many years. The consistent enrolment patterns promote continuity of care.</p>			

STANDARD 4.2		Management, educators and staff are collaborative, respectful and ethical.	
Element	Concept	Descriptor	Met or Not Met
4.2.1	Professional collaboration	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.	Met
4.2.2	Professional standards	Professional standards guide practice, interactions and relationships.	Met
Theme	Theme Description		Confirm
Theme 1	Practice is embedded in service operations.		Yes
Theme 2	Practice is informed by critical reflection.		Yes
Theme 3	Practice is shaped by meaningful engagement with families and/or community.		No
4.2	Management, educators and staff are collaborative, respectful and ethical.		Meeting NOS
STANDARD 4.2	Analysis Notes		
<p>The nominated supervisor and educators work collaboratively, assist one another, share ideas and engage in discussions about new ideas to challenge thinking. Educators are supported to share their strengths and talents and utilise these in the program. Professional standards are reflected upon and acknowledged by the team to guide practice, interactions and relationships.</p>			

Quality Area 4: Ratings Summary

STANDARD 4.1	Staffing arrangements enhance children's learning and development.	Meeting NQS
STANDARD 4.2	Management, educators and staff are collaborative, respectful and ethical.	Meeting NQS
Was there evidence that there is: 1. systematic and ongoing failure to meet staffing arrangements (educator-to-child ratios and qualification requirements), or 2. behaviour, interactions or lack of collaboration between staff members leads to unprofessional practice and this poses an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service.		No
Provide Significant Improvement Required comments if 'YES' was selected above:		N/A
QUALITY AREA 4 RATING		Meeting NQS

Quality Improvement Plan notes (optional)
<p>The approved provider, nominated supervisor and educational leader may consider:</p> <ul style="list-style-type: none"> *Continuing to acknowledge educator's strengths and cultures and promote these in the service. *Continuing to share the achievements and accomplishments of staff members with families and the community. *Provide opportunity for collaboration with families and community partners to contribute to the organisation of educators.

Suggested Resources for Improvement
<p>Early Learning Everyone Benefits http://www.everyonebenefits.org.au/educator-blog</p> <p>Putting Children's Rights into Action http://learninghub.earlychildhoodaustralia.org.au/elearning/putting-childrens-rights-into-action/</p> <p>Teamwork and collaboration</p>

Quality Area 5: Relationships with children

STANDARD 5.1	Respectful and equitable relationships are maintained with each child.
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Element	Concept	Descriptor	Met or Not Met
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.	Met
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.	Met

Theme	Theme Description	Confirm
Theme 1	Practice is embedded in service operations.	Yes
Theme 2	Practice is informed by critical reflection.	Yes
Theme 3	Practice is shaped by meaningful engagement with families and/or community.	Yes

5.1	Respectful and equitable relationships are maintained with each child.	Exceeding NOS
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STANDARD 5.1	Analysis Notes
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Each educator engages in warm, respectful interactions with the children to promote a sense of belonging. Interactions initiated by children are responded to by educators with enthusiasm and interest. Social justice, inclusion and the dignity and rights of the children are reflected upon and promoted. The engagement and relationships built with families contributes to the children's well being and confidence.

STANDARD 5.2	Each child is supported to build and maintain sensitive and responsive relationships.
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Element	Concept	Descriptor	Met or Not Met
5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other.	Met
5.2.2	Self-regulation	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.	Met

Theme	Theme Description	Confirm
Theme 1	Practice is embedded in service operations.	Yes
Theme 2	Practice is informed by critical reflection.	Yes
Theme 3	Practice is shaped by meaningful engagement with families and/or community.	Yes

5.2	Each child is supported to build and maintain sensitive and responsive relationships.	Exceeding NOS
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STANDARD 5.2	Analysis Notes
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The children are encouraged to work together through planned activities, and children involve peers in activities that originate from their own ideas. The children scaffold one another's learning and share their skills to assist each other. Educators use their understanding of individual children's dispositions to develop strategies to guide behaviour and interactions. Educators communicate to ensure they are all aware of the strategies for individual children to ensure consistent practice. Children are encouraged to discuss their feelings and to communicate to resolve disputes. Families are consulted and encouraged to work with educators to develop strategies to support individual children's behaviour.

Quality Area 5: Ratings Summary

STANDARD 5.1	Respectful and equitable relationships are maintained with each child.	Exceeding NQS
STANDARD 5.2	Each child is supported to build and maintain sensitive and responsive relationships.	Exceeding NQS
Was there evidence that relationships with children do not maintain the dignity and rights of every child and: 1. there is inappropriate use of discipline (corporal punishment or discipline that is unreasonable in the circumstance), or 2. do not have regard for each child's family, cultural values, age, intellectual or physical development, or 3. there is an absence of positive guidance, or 4. there is an absence of equitable opportunities for children to interact and develop and this poses an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service.		No
Provide Significant Improvement Required comments if 'YES' was selected above:		N/A
QUALITY AREA 5 RATING		Exceeding NQS

Quality Improvement Plan notes (optional)
<p>The approved provider and nominated supervisor may wish to consider:</p> <ul style="list-style-type: none"> *Continuing to promote activities and experiences that encourage the children to work together, help and learn from one another. <p>Educators may wish to consider:</p> <ul style="list-style-type: none"> *Collaborating with the children to develop the expectations and rules for the service. *Continuing to encourage the children to use communication to effectively resolve any disputes or differences.

Suggested Resources for Improvement
<p>Building belonging: A toolkit for early childhood educators on cultural diversity and responding to prejudice http://www.humanrights.gov.au/building-belonging-toolkit-early-childhood-educators-cultural-diversity-and-responding-prejudice</p> <p>Why culture matters for children's development and wellbeing https://www.kidsmatter.edu.au/sites/default/files/public/KM%20C1_Cultural%20Diversity_Culture%20Matters%20for%</p>

20Development.pdf

Sustained, shared thinking

http://www.earlychildhoodaustralia.org.au/nqsplp/wp-content/uploads/2012/09/NQS_PLP_E-Newsletter_No43.pdf

Self regulation: A foundation for wellbeing and involved learning

<http://www.echr.edu.au/docs/default-source/resources/ipsp/self-regulation-a-foundation-for-wellbeing-and-involved-learning.pdf?sfvrsn=8>

Quality Area 6: Collaborative partnerships with families and communities

STANDARD 6.1	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
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Element	Concept	Descriptor	Met or Not Met
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in the service and contribute to service decisions.	Met
6.1.2	Parents views are respected	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing	Met
6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.	Met

Theme	Theme Description	Confirm
Theme 1	Practice is embedded in service operations.	Yes
Theme 2	Practice is informed by critical reflection.	Yes
Theme 3	Practice is shaped by meaningful engagement with families and/or community.	Yes

6.1	Respectful relationships with families are developed and maintained and families are supported in their parenting role.	Exceeding NOS
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STANDARD 6.1	Analysis Notes
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The enrolment process is tailored to meet the individual requirements of families and their children. Many opportunities are provided for families to participate in the service and contribute to service decisions through participation in the management committee, events at the service and contributing to the maintenance of the environment. Families are encouraged to share their ideas and concerns with educators and the management committee for consideration. Family's values, cultures and beliefs are respected and reflected upon by educators to ensure equity and social justice. Information to support the individual requirements of families is researched and provided.

STANDARD 6.2	Collaborative partnerships enhance children's inclusion, learning and wellbeing.		
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Element	Concept	Descriptor	Met or Not Met
6.2.1	Transitions	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.	Met
6.2.2	Access and participation	Effective partnerships support children's access, inclusion and participation in the program.	Met
6.2.3	Community engagement	The service builds relationships and engages with its local community.	Met

Theme	Theme Description	Confirm
Theme 1	Practice is embedded in service operations.	Yes
Theme 2	Practice is informed by critical reflection.	Yes
Theme 3	Practice is shaped by meaningful engagement with families and/or community.	Yes

6.2	Collaborative partnerships enhance children's inclusion, learning and wellbeing.		Exceeding NOS
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STANDARD 6.2	Analysis Notes
	Children and families are supported with the transition to school and the transition to the service. Information about individual children is sought and shared to facilitate each child's successful inclusion and participation in the preschool. Collaborative partnerships are maintained with local schools and community support agencies to support the children's learning and transitions. Educators reflect on the children's transition to school and on strategies to best promote each child's inclusion in the program.

Quality Area 6: Ratings Summary

STANDARD 6.1	Respectful relationships with families are developed and maintained and families are supported in their parenting role.	Exceeding NQS
STANDARD 6.2	Collaborative partnerships enhance children's inclusion, learning and wellbeing.	Exceeding NQS
Was there evidence that the role of parents and families is not respected and supported due to a failure to: 1. provide adequate information to families about the child or the service, or 2. ensure that a parent has access to their child, or 3. have adequate enrolment procedures and records (health, needs, abilities) and this poses an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service.		No
Provide Significant Improvement Required comments if 'YES' was selected above:		N/A
QUALITY AREA 6 RATING		Exceeding NQS

Quality Improvement Plan notes (optional)
<p>The approved provider, nominated supervisor and educational leader may wish to consider:</p> <ul style="list-style-type: none"> *Continuing to provide encouragement for families to participate in the program. *Establishing links with other children's services in the community to promote the sharing of information and ideas. *Continuing to research information about the local Aboriginal and Torres Strait Islander community which can be incorporated into the program and shared with families. *Continuing to establish links with local business and community groups. <p>Educators may wish to consider:</p> <ul style="list-style-type: none"> *Continuing to seek information from families to be implemented in the program for individual children.

Suggested Resources for Improvement

Connecting with families: Bringing the Early Years Learning Framework to life in your community

<http://www.ecrh.edu.au/docs/default-source/resources/ipsp/connecting-with-families-bringing-the-early-years-learning-framework-to-life-in-your-community.pdf?sfvrsn=10>

Respecting Diversity: Articulating Early Childhood Practice

<http://www.earlychildhoodaustralia.org.au/shop/product/respecting-diversity-articulating-early-childhood-practice/>

NQS PLP e-Newsletter No.70 Transitions: Moving in, moving up and moving on

<http://www.ecrh.edu.au/docs/default-source/resources/nqs-plp-e-newsletters/nqs-plp-e-newsletter-no-70-2013-transitions-moving-in-moving-up-and-moving-on.pdf?sfvrsn=4>

Quality Area 7:Governance and Leadership

STANDARD 7.1		Governance supports the operation of a quality service.	
Element	Concept	Descriptor	Met or Not Met
7.1.1	Service philosophy and purpose	A statement of philosophy guides all aspects of the service's operations.	Met
7.1.2	Management systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.	Met
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the service.	Met
Theme	Theme Description		Confirm
Theme 1	Practice is embedded in service operations.		Yes
Theme 2	Practice is informed by critical reflection.		Yes
Theme 3	Practice is shaped by meaningful engagement with families and/or community.		Yes
7.1	Governance supports the operation of a quality service.		Exceeding NOS

STANDARD 7.1	Analysis Notes
<p>Aspects of the service's statement of philosophy is evident in the practises, environment and in educators interactions with the children and families. There are effective governance and management systems which support the operation and quality of the preschool. Educators have a clear understanding of their roles and responsibilities with this understanding underpinned during the induction process.</p> <p>Feedback provided by the service is acknowledged including that:</p> <ul style="list-style-type: none"> * Persons with management responsibilities are able to discuss and demonstrate how the statement of philosophy underpins service operations. * Change processes are handled sensibly and collaboratively with key stakeholders with the rationale for change clearly communicated. * The service supports and enables families and the community to provide feedback on governance arrangements and administration systems, including decision making and feedback processes. <p>Theme 1, Practice is embedded in service operations is amended to 'yes'. Theme 2, Practice is informed by critical reflection is amended to 'yes'. Theme 3, Practice is shaped by meaningful engagement with families and/or community is amended to 'yes'. The rating for Standard 7.1 is amended to Exceeding National Quality Standard.</p>	

STANDARD 7.2	Effective leadership builds and promotes a positive organisational culture and professional learning community.
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Element	Concept	Descriptor	Met or Not Met
7.2.1	Continuous improvement	There is an effective self-assessment and quality improvement process in place.	Met
7.2.2	Educational leadership	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.	Met
7.2.3	Development of professionals	Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.	Met

Theme	Theme Description	Confirm
Theme 1	Practice is embedded in service operations.	Yes
Theme 2	Practice is informed by critical reflection.	Yes
Theme 3	Practice is shaped by meaningful engagement with families and/or community.	Yes

7.2	Effective leadership builds and promotes a positive organisational culture and professional learning community.	Exceeding NOS
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The service has developed a Quality Improvement Plan and regularly reflects to identify areas for improvement. The educational leader supports educators to build their professional knowledge and promotes the establishment of programs to enhance the children's learning, development and well being. An annual staff appraisal process is implemented and utilised to identify areas for professional development.

Feedback provided by the service is acknowledged including that:

*The service builds educator capacity by supporting educators through ongoing professional development opportunities.

*The service supports and enables all staff members to provide feedback on the quality improvement process and this feedback is respectfully considered.

* Educators supports families and the community to understand the role of the educational leader in relation to their child's participation in the service, and regularly invites them to discuss their own goals and expectations for children's learning to inform the educational program.

Theme 1, Practice is embedded in service operations is amended to 'yes'. Theme 2, Practice is informed by critical reflection is amended to 'yes'. Theme 3, Practice is shaped by meaningful engagement with families and/or community is amended to 'yes'. The rating for Standard 7.2 is amended to Exceeding National Quality Standard.

Quality Area 7: Ratings Summary

STANDARD 7.1	Governance supports the operation of a quality service.	Exceeding NOS
STANDARD 7.2	Effective leadership builds and promotes a positive organisational culture and professional learning community.	Exceeding NOS
Was there evidence that: 1. there are serious concerns about the fitness and propriety of the approved provider and processes for ensuring that staff, primary nominee and co-ordinators are fit and proper, or 2. the approved provider has breached a condition on the service approval which poses an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service, or 3. the Regulatory Authority is not satisfied that the service is being operated in compliance with the National Law and poses an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service, or 4. there is systematic and ongoing failure to: a. address grievances and complaints, or b. requirements regarding policies and procedures, or c. requirements regarding information and record keeping, or d. notify the Regulatory Authority of relevant changes to the operation of the service, serious incidents and any complaints which allege a breach of the Law and any of a to d (of the above) poses an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service.		No
Provide Significant Improvement Required comments if 'YES' was selected above:		N/A
QUALITY AREA 7 RATING		Exceeding NOS

Quality Improvement Plan notes (optional)
<p>The approved provider and nominated supervisor may consider:</p> <ul style="list-style-type: none"> *Continuing to engage in reflective practice to identify strengths and areas for improvement to be added to the Quality Improvement Plan. *Continuing to implement an effective appraisal process that includes an appraisal for the nominated supervisor. *Continuing to provide opportunities for families and children to contribute to their voices to the development of the philosophy and quality improvement plan.

Suggested Resources for Improvement
<p>Using complaints to support continuous improvement https://www.acecqa.gov.au/sites/default/files/2018-04/QA7_UsingComplaintsToSupportContinuousImprovement.pdf</p> <p>Leading excellent pedagogy and practice in children's services http://files.acecqa.gov.au/files/QualityInformationSheets/QualityArea7/WFCPosterExploringTheRoleOfEdLeader.pdf</p> <p>Learning and Growing Through Professional Development http://www.echr.edu.au/docs/default-source/resources/ipsp/child-care-staff-learning-and-growing-through-professional-development.pdf?sfvrsn=6</p>

