

# Quality Improvement Plan 2018-2019

Reviewed and update by Staff and Governing Council 2018



Australian Children's  
Education & Care  
Quality Authority

# The National Quality Standard and Quality Improvement

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

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

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

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

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

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

## Service details

<b>Service name</b>		<b>Service approval number</b>	
<b>Primary contacts at service</b>			
<b>Physical location of service</b>		<b>Physical location contact details</b>	
Street		Telephone	
Suburb		Mobile	
State/territory		Fax	
Postcode		Email	
<b>Approved Provider</b>		<b>Nominated Supervisor</b>	
Primary contact		Name	
Telephone		Telephone	
Mobile		Mobile	
Fax		Fax	
Email		Email	
<b>Postal address (if different to physical location of service)</b>			
Street		State/territory	
Suburb		Postcode	

## Operating hours

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

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

Round times to the nearest quarter of an hour.

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

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

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	Playgroup 9.30am		8.30am	8.30am	Alternate 8.30am		
Closing time	11am		14.30pm 15.15pm	14.30pm 15.15pm	11.45am 14.30pm		

## Additional information about your service

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

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

- Barker Kindergarten operates during school terms.
- During Term 4, if capacity allows, children due to commence preschool the following year are offered pre entry transition sessions.
- We have a staff supported playgroup on Monday mornings during school terms from 9.30am – 11am.
- During Term 4 2018 we will have a staff supported bilingual playgroup and transition to preschool program for our bilingual families with a child commencing preschool in 2019. This will be run on Monday afternoons from 12.30pm – 2.30pm.
- Barker Kindergarten is located on Tynte Street in North Adelaide amongst a busy shopping and business district. Parking around the kindergarten has time limits.

How are the children grouped at your service?

- Barker kindergarten has a capacity of 44 children per session.
- All children are entitled to attend 15 hours of preschool per week. For children at Barker Kindergarten to receive their entitlement the children attend 5 sessions per fortnight.
- During Term 4, if capacity allows, children due to commence preschool the following year are offered pre entry transition sessions.

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

Nominated Supervisor Bronwyn Smith

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

No. of educators:

## Service statement of philosophy

Please insert your service's statement of philosophy here.

**Statement: Children are competent, capable, independent, interdependent and successful learners.**

### We Believe: Rights of the child

All children have the right to an education that lays a foundation that supports lifelong learning, maximises their abilities and respects and values their family, culture and languages. We recognise children's rights to play and be active participants in all matters affecting their lives.

We recognise children as competent and successful learners, confident and creative individuals and active citizens of our society.

We respect, value and enable:

- High quality early childhood play based curriculum.
- Secure, respectful and reciprocal relationships.
- Cultural competence.
- High expectations and equity.
- Diversity.
- Well-being.
- Dispositions for lifelong learning and a lively culture of professional enquiry.

### We Believe: Learning Environments

We believe in a rich play based curriculum to support children to develop and grow a strong sense of identity and well-being - to connect with and contribute to their world – make visible the confident and involved learners – and become effective communicators. Play is a child's research of their world.

We provide learning environments with and for children that:

- Are welcoming spaces that enrich the lives and identities of the children and families.
- Assist children to make sense and meaning of the world.
- Support children to take risks.
- Are rich and relational.
- Entice exploration.
- Encourage and enable experimentation.
- Test their ideas.
- Values the enjoyment of being.
- Supports children to know themselves.
- Fosters an appreciation of the natural environment and develops environmental awareness.
- Develops independence interdependence as a learner.
- Have holistic approaches to teaching and learning meeting the physical, social, personal, emotional, cognitive and spiritual wellbeing of children.

### We Believe: Our Educators

Our educators draw on a rich repertoire of pedagogical practice as well as using a relational approach to promote children's learning by:

- Adopting holistic approaches.
- Being responsive to children.
- Planning and implementing learning through play through flexible learning spaces responsive to children interests and needs.
- Creating physical and social learning environments that have a positive impact on children's learning.
- Valuing the cultural and social contexts of children and their families.
- Providing for continuity in experiences and enabling children to have successful transition.
- Assessing and monitoring children's learning to inform provision and to support children in achieving learning outcomes.
- Ongoing learning and reflective practice.
- Building relationships and partnerships with families and other service providers and agencies to work collectively to provide a quality learning environment for the child.

## Quality Area 1: Educational program and practice

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

### Quality Area 1: Standards and elements

Standard 1.1 The educational program enhances each child's learning and development.		
Approved learning framework	Element 1.1.1	Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
Child-centred	Element 1.1.2	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
Program learning opportunities	Element 1.1.3	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
Standard 1.2 Educators facilitate and extend each child's learning and development.		
Intentional teaching	Element 1.2.1	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
Responsive teaching and scaffolding	Element 1.2.2	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.
Child directed learning	Element 1.2.3	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
Standard 1.3 Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.		
Assessment and planning cycle	Element 1.3.1	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.
Critical reflection	Element 1.3.2	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.
Information for families	Element 1.3.3	Families are informed about the program and their child's progress.



## National Law and National Regulations underpinning Quality Area 1

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

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

# Quality Improvement Plan for Quality Area 1

## Summary of strengths for Quality Area 1

### Strengths

#### 1.1.1 Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, and confidence as learners and effectiveness as communicators.

- Our educational program and curriculum is guided by the principles, practices and outcomes outlined within the Early Years Learning Framework (EYLF).
- Our educators plan and implement an interactive learning environment where each child's learning and development opportunities are maximised through our quality play based curriculum based on the EYLF and rich documentations are undertaken as part of our planning cycle.
- **Identity-** We provide the children with opportunities to show their identity by displaying and sharing their portfolio, gathering information upon enrolment about the child, their families, culture and celebrations. We have a family tree where children display a photo of themselves with their family. Each week different children take home the Barker Kindergarten Family Book and bring it back the following week to share with their peers and educators, connecting home to kindergarten. A map of the world is displayed on the wall identifying where the children and their parents are from, and celebrating the centre's rich diversity. This map welcomes our children and their families each morning with greetings in the many languages of our rich cultural group. We have an acknowledgement of the Kaurna Land on which the kindergarten is located in our welcoming area to demonstrate our respect for the original and existing custodians of the land. We have greeting songs each morning in both the Kaurna language and the languages of the children of the world.
- **Connection with community-** We connect with the community by celebrating community events, including but not limited to Regular Art Shows at the North Adelaide Library, St Dominic's Priory College School Fete, Chinese New Year, Visiting Little Sprouts Kitchen Garden at the Botanical Gardens, Bunnings Prospect Gardening Workshops, Book Week with North Adelaide Primary School and St Dominic's Priory College. We visit the North Adelaide Helping Hand Nursing home residents fortnightly with a small group of students. We view our fence line as a connection point to the community rather than a boundary and as such, display documentation rich in children's voices on the fence - to make visible the processes of learning to our fellow citizens.
- **Wellbeing-** We support children to develop a strong sense of wellbeing through secure, respectful, reciprocal relationships. These relationships enable educators to construct an engaging and stimulating environment with a deeper understanding of each child's strengths, capabilities, culture, interests and experiences. We critically reflect together on the wellbeing of our children using the Wellbeing scales of the RRR (Respect Reflect Relate) document at staff meetings and incidentally to support our wonderings and considerations.
- **Confidence as learners-**  
We observe, document and discuss children's individual interests and ideas as part of co-designing differentiated learning plans that aim to develop each child's skills and stretch their thinking and theorising. We also encourage children to share their theories, learning and discoveries with their peers at group times. Children share their home experiences with peers and relate them to kindy learning. Each child has the opportunity to share the Barker Kindergarten Family Book. Children transfers and adapt what they have learnt from one context to another and are given the opportunity to be a leader and part of a group.
- **Effectiveness as communicators-**  
We encourage children to express their feelings and ideas in a supported environment and to respect the perspectives of

peers and educators:

- o Verbal and non-verbal.
- o Routines in pictures.
- o Equip children with self-help strategies.
- o Respond to child's learning dispositions.
- o Educators role model.
- o Bilingual support.
- o Valuing the hundred languages of children by listening to all the ways children express themselves.

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

- Our planning cycle embraces children's current knowledge, ideas, cultures, abilities and interests. This information is collected from the children and their families before they start at the kindergarten and is continued throughout their time at the service. This important information and knowledge, subsequently informs our programs.
- During the enrolment and transition process we gather information about the children, their culture, their ways of learning and expressing themselves – things that they are immersed in and value such as celebrations, special people and animals in their lives. We use this information to get to know the child and plan for meaningful play based learning experiences that they connect to and relate back to their world.
- We learn from our families and invite them to participate in their children's learning as well as celebrate their cultural 'norms' and celebrations. We have parents come into Barker Kindergarten to help us celebrate Chinese New Year and Diwali and share with us why it is important to them. Parents have shared with us their love of music and have played a variety of musical instruments. Parents also share their cultural and family recipes and cook with the children. These recipes are collated in a Recipe Book for the children and families.
- We also have Trent Hill and other members of the Aboriginal community including families past and present visit the preschool throughout the year to share their knowledge of the Aboriginal people, share dreamtime stories, and bush tucker.

**1.1.3 All aspects of the program, including routines, is organised in ways that maximise opportunities for each child's learning**

- We have a flexible daily routine which also provides structure and predictability to support the children's emotional wellbeing and providing a sense of agency and security.
- We provide long periods of uninterrupted inside and outside time – children's choice to maximise their learning and support children to explore their current ideas, schema and friendships.
- We offer supported large and small group experiences.
- We provide a rich inquiry learning process in which every child is supported to participate in the program. Our program provides open ended experiences for children to enter and exit play based learning experiences and units of enquiry at a place that is relevant, meaningful and purposeful for them.
- Our planning cycle continually reflects children's current knowledge, ideas, cultures, abilities and interests. This information subsequently informs our programs and planning for individual children so each child is actively and consistently supported by educators to participate in the program. We intentionally provide a program which challenges and supports all children's learning.
- Over 50% of our cohort of children speak English as a second language. They are supported by both educators and Bilingual Support Staff to participate in the program. Educators actively engage with these families to understand their culture and ensure we foster belonging for the child and their family.

- Children with additional needs are supported to have every opportunity to engage in the curriculum Individual learning goals and negotiated education plans are formulated by educators, support workers, families and other professional working in partnership with us and the family. Modifications are made to cater for these individuals' child's needs and all educators are aware of their learning plans.
- 1.2.1 Educators are deliberate, purposeful, and thoughtful in their decisions and actions**
  - Educators identify children's learning as part of an ongoing cycle of planning. Staff critically reflect on all children's learning to plan the learning program for each individual child.
  - Educators purposefully respond to children's ideas, questions and curiosities to extend and further develop their interests and learning.
  - Educators facilitate inquiry, plan learning experiences and support spontaneous learning opportunities.
- 1.2.2 Educators respond to children's ideas and play and extend children's learning through open ended questions, interactions and feedback.**
  - Educators respond to children's ideas, play, inquiry, theorising and curiosity by observing and working with children. We facilitate play based learning experiences based on the child's voice through sustained shared conversations and working alongside the child.
  - Educators keenly observe play and intentionally decide when to encourage and assist learning.
  - Facilitating enquiry, teachable moments, shared conversations, planned learning experiences, supporting spontaneous learning opportunities.
  - Working in each child's Zone of proximal development.
  - We practice inquiry based learning. This allows children to voice their knowledge and theories and we assist them to deepen their knowledge and explore answers to their questions. Our program provides open ended experiences for children to enter and exit play based learning experiences and units of enquiry at a place that is relevant, meaningful and purposeful for them.
- 1.2.3 *Each child's agency is promoted, enabling them to make choices and decisions and influence events and their world.***
  - We provide learning environments that enable children to resource their own learning both indoors and outdoors.
  - We encourage inquiry and plan intentional learning experiences around the children's curiosity and interests.
  - Flexible routines.
  - Encourage children to ask for resources if they are not available e.g. bikes, specific tools.
  - Trusting relationships with all educators.
  - Encouraging children to take risks and explore unfamiliar play experiences.
  - Each child's culture is valued and visible within the kindergarten.
  - Children are viewed as competent and capable learners.
- 1.3**
- 1.3.1 *Each Childs learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluating.***
  - We use an ongoing planning and improvement cycle. Our planning cycle continually reflects children's current knowledge, ideas, cultures, abilities and interests. This information subsequently informs our programs and planning for individual children so each child is actively and consistently supported by educators to participate in the program. We intentionally provide a program which challenges and supports all children's learning.
  - Practices are continually reviewed as we seek learning pathways which maximise children's engagement and involvement.
  - We document this is a number of ways, including but not limited to group learning stories, program books, individual

- learning stories, photo collages, work samples, displays of artwork, project books, weekly diary and other wall displays.
- The ongoing cycle includes both the child's voice and parent's voice. We form strong partnerships with parents and value parent feedback.
  - All children have individual learning plans developed based on the EYLF.
  - Assessment of children's learning is ongoing and part of our intentionality of teaching. We bring multiple voices of our colleagues, the children and families to the discussion around this process.
- 1.3.2 Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementations.**
- All educators critically reflect on children's learning and development both individually and collectively. We do this informally daily through conversations with our team and parents and plan for the following day. We do this formally at weekly staff meetings. We use this information to extend children's learning through possible lines of development (PLOD).
  - Educators engage in professional development opportunities regularly throughout the term as well as at staff meetings and in partnership with other kindergartens in our Department of Education (DECD) partnership, of which there are seven kindergartens.
  - We use the Respect, Reflect, Relate (RRR) Scale to gather data, reflect and evaluate our program.
  - Each child's learning is reflected upon against the five outcomes of the EYLF.
- 1.3.3 Families are informed about the program and their child's progress.**
- Documentation about each child's individual learning and progress is made available to children and families in a number of ways including but not limited to:
- o Each child has a portfolio which contains assessment of their learning through documentation such as learning stories, observations, photographs and work samples. The portfolio includes documentation that makes visible the learning and processes of learning, as well as participation in the program. The documentation includes evaluation of learning, possible lines of development and future programming. The portfolio is available for children and their families to view at any time. Families can take the portfolio home and provide feedback about their children's learning current and future to educators.
  - o Information on the EYLF curriculum and the Barker Kindergarten learning programs for the term is made available to families in the "Welcoming Area" on the family information boards. This information is also provided in newsletters throughout each term.
  - o We have a termly program book which documents the children's projects and learning each week. There are other program books recording our focus on "sustainability", "anything and everything" and "risk assessment". These books contain documentation co-recorded with the children and are a part of supporting the children to think about their thinking, reflect on their learning, and making decisions as part of a group. Floor books are displayed in our "Welcoming Area" for children and families to view at any time.
  - o The process of children's learning is visible throughout the centre with learning stories, visuals and documentation about our lines of enquiry displayed.
  - o Educators are available at any time for informal and formal discussions about their child's learning and wellbeing
  - o During Term 4 Statements of learning (SOL) are completed to provide an overall snapshot of the learning of each child during the year. This document provided to children and families, is framed by the five EYLF outcomes, and children's dispositions for learning. Families of each child are invited to write their reflection on the document. The SOL is part of our transition to school work, as it is shared with reception teachers to support continuity of learning.

## Key improvements sought for Quality Area 1

### Improvement Plan

Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1.1.3	Engagement of non-verbal children.	Develop effective communication strategies with non-verbal children.		<p>Assess the needs of individual children and work with parents and support services as required.</p> <p>Use the 100 languages of children to effectively engage all children in the learning program.</p> <p>Professional Development for staff.</p>	Engagement of all children in the learning program.	Ongoing	
1.2.2	Educators miss opportunities to respond and extend to learning.	Educators use open ended responses to child's play.		<p>Use RRR to evaluate educators' interactions with children in the ALE.</p> <p>Critically reflect on the data and develop action plan for changes and improvement.</p>		Ongoing	
1.1.2	How do we know their current knowledge and skills, effective questioning, observation and exploration	<p>Visibly see the intellectual stretch in each child's learning.</p> <p>Articulation of children's achievements as part of a play based program.</p> <p>Ensure child's voice and parents voice is evident within the program.</p>		<p>Staff develop expertise in designing learning that engages and intellectually challenges every learner.</p> <p>Use the DECD learning design, assessment and reflection strategy to guide our continued improvement.</p>	<p>To ensure that we are making gains use the RRR as a measurable tool.</p> <p>Parents are aware and informed about children's learning.</p> <p>Educators using the 100 languages of children to engage all learners.</p> <p>Develop general capabilities of children.</p> <p>Use RRR ALE scale to track educator improvement.</p>	Ongoing.	

## Quality Area 2: Children's health and safety

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

### Quality Area 2: Standards and elements

<b>Standard 2.1</b>	<b>Each child's health and physical activity is supported and promoted.</b>	
Wellbeing and comfort	Element 2.1.1	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.
Health practices and procedures	Element 2.1.2	Effective illness and injury management and hygiene practices are promoted and implemented.
Healthy lifestyle	Element 2.1.3	Healthy eating and physical activity is promoted and is appropriate for each child.
<b>Standard 2.2</b>	<b>Each child is protected.</b>	
Supervision	Element 2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
Incident and emergency management	Element 2.2.2	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
Child protection	Element 2.2.3	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

## National Law and National Regulations underpinning Quality Area 2

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

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



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

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

## Quality Improvement Plan for Quality Area 2

### Summary of strengths for Quality Area 2

#### Strengths

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

- Each child's health needs are consistently supported, monitored and promoted accordingly. Each child with a specific health need has their photo displayed on the outside of the medications cupboard located in the kitchen. Inside the medications cupboard are medication containers containing individual children's medications and medical plans. These are stored together in an individual container which is clearly labelled with the child's photo, name, and emergency contact information.
- Enrolment records contain health information and authorisations for each child enrolled at the service.
- Information about the health needs of children (photos, name, health issue) are also kept in the induction folder.
- Children with dietary needs and cultural requirements are also monitored and supported by having their individual photos and information about their needs displayed in the kitchen and induction folder. This system supports staff to quickly access information if and when required.
- During term 4, educators are informed of the health needs of the new cohort of transition (pre entry) children.
- At the beginning of the year educators are updated on the health needs of the new cohort of children, some of which will have attended transition some of which will be new to the kindergarten.
- At the beginning of the year educators practice Epi-Pen and Asthma First Aid Procedures. We have an epi-pen training kit on site. Educators have had the epi-pen and asthma training.
- Parents are reminded at the information evening, and newsletters each term to keep staff up to date with any changes to children's health needs.
- Medication dates and medical plans are checked upon receiving them. We keep a register of when medication expires which is checked monthly and parents are advised when medication and plans are out of date and need replacing.
- If medication is required to be administered, parents must provide a signed letter by their GP and fill in the medications register, which is kept in the kitchen in the medication cupboard. Educators complete the medication register and this is signed by a parent/carer.
- We are a nut and egg aware centre and we ask families and educators to support this by not bringing food into the preschool that contain nuts or raw egg.
- When we do cooking as part of our program we ensure that we cater for children with allergies and dietary needs including vegetarian and halal children. Our healthy eating policy is regularly reviewed and based on current research.
- We provide sunscreen that is recommended by the Cancer Council. Some children with sensitivity to sunscreen have their own individual sunscreen which is stored in the medications cupboard, labelled with their name and photograph. We have noted this on the medications register.
- Each child's comfort is provided for and there are a range of opportunities to both individuals and groups of children to effectively meet the needs for sleep, rest and relaxation.

- Each child is supported to develop an awareness of their needs including their feelings, thirst, hunger, rest, quiet activities and comfort of themselves and others.
- Our environment both inside and outside has multiple learning spaces which allows choice for the children in their learning – busy or quieter learning opportunities.
- Children have input into what is in the environment. We have images of children's families and self-portraits displayed leading to a sense of belonging.
- Quiet experience e.g. reading, puzzles, book making, sitting on a lounge or bean bag are readily available to children to meet their needs of rest and relaxation.
- All children participate in a quiet experience before lunch e.g., relaxation, yoga
- If a child falls asleep parents are informed and consulted about the duration of sleep to be provided. We have a large spacious centre which can accommodate a sleeping child.

#### **2.1.2 Effective illness and injury management and hygiene practices are promoted and implemented.**

- Preventative steps are evident in controlling the incident and spread of infectious diseases. We have an infection control plan and hygiene practices are embedded into our daily kindergarten routines.
- We have information about infection control and staying healthy (fact sheets about infectious diseases) in our WHS folder and Medical Information Folder.
- Pictures of children washing their hands are displayed in the bathroom area.
- Educator's role model appropriate health and hygiene practices.
- In term 1 educators work with children on learning the importance of hand washing effectively before eating, after playing, after going to the toilet and wiping your nose. We do an experiment with glitter to see what remains on our hands if we don't wash them properly. Children are also shown how to wash their hands and flush the toilet. We have engaged the children in a number of different hand washing songs. Reminders are provided to children throughout the day.
- The preschool including the bathroom is cleaned by a professional cleaner after preschool hours and at every lunch time by an educator (and at other times throughout the day when needed). Toilets are cleaned, basins are wiped, floor mopped, paper towel and toilet paper refilled and bin emptied.
- A bathroom cleaning procedure and records of cleaning are maintained and archived termly.
- Resources used by children are cleaned before being packed away or at the end of each term. Cleaning procedures and records of cleaning are kept on the board in the kitchen area and archived each term.
- Site laundry is allocated to a parent each week. It is stored in a laundry bag in the bathroom area.
- Infection control plan.
- Families are advised to keep children home if unwell.
- We request parents inform us of any infectious diseases so we can display the appropriate information / fact sheets and provide this information to every family. Infectious diseases are investigated and recommended exclusion periods are adhered to.
- Educators are also advised to stay home if they are unwell.
- Injuries are managed in accordance with the appropriate first aid required for each situation. Records of injuries are made in the incident, injury, trauma and illness record and filed in the office. All injuries are recorded. If any injury occurs to the head or face or

are significant families are contacted immediately. All records are signed by families. All records are reviewed monthly to ensure that there isn't a particular reoccurrence and equipment or site reviewed.

**2.1.3 Healthy eating and physical activity is promoted and is appropriate for each child.**

- Healthy eating is actively promoted in accordance with our healthy food and nutrition policy.
- Educators model healthy eating practices and encourage children to make healthy food choices.
- Educators engage with children daily about what is in their lunchbox, healthy foods at meal times as well as support children's knowledge about healthy food through the program. Educators encourage discussion between children at meal times.
- Meal times are structured in a way that is relaxed and promotes social interaction among children and their educators.
- Children are encouraged to bring a bottle of water from home which they can store in or out of the fridge. We also provide a jug of filtered water both inside and outside with cups. Children can access this independently at all times.
- Parents are provided with a copy of the recipes and ingredients we use for cooking.
- Fruit is available to children throughout the day for snack if they are hungry.
- Barker Kindergarten offers a variety of physical experiences both planned and spontaneous. All children are encouraged to participate to their own ability.
- Children are involved in selecting physical play activity equipment.
- Feedback is sought from parents about physical play experiences they want provided at kindergarten.
- We go on local walks.
- We provide open ended flexible learning experiences for children to be involved in and encourage discussion around the value of physical activity.

**Standard 2.2 Each child is protected.**

**2.2.1 At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.**

- Systems are in place to ensure that children are adequately supervised at all times.
- We ensure that educator / child ratios are maintained
- Educators position themselves to ensure maximum supervision.
- Children are educated not to go outside without an educator.
- Educators are actively engaged with children to know the children in order to supervise in a vigilant manner.
- We have rearranged the lockers / verandah to minimise blind spots of supervision of children.
- Effective steps are taken to identify and manage risks and precautions.
- Educators perform daily safety checks of the environment for any hazards in the indoor and outdoor environment. Completion of this check is recorded on the staff attendance sheet.
- Educators check equipment and toys for hazards and action repair or replacement if required.
- Safety inspections are performed on the outdoor environment termly.
- Educators implement the child protection curriculum equipping children with strategies to keep themselves safe.
- Risk benefit assessments are developed with children and families to ensure that the rich learning environment is full of possibilities but reducing risk. Risk benefit assessments kept in a folder. Some risk benefit assessments displayed in the environment.
- Risk assessments are completed by staff for all excursions.

- 2.3.2 Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.**
- DECD emergency management plan. Updated annually.
  - Evacuation and Invacuation procedures. All educators are aware of procedure. Evacuation and Invacuation drills practiced 1 x per term.
  - All educators have current first aid qualifications. Site has at least one educator that has additional asthma and anaphylaxis emergency training.
- 2.2.3 Management, educators, co-ordinators and staff are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect.**
- Educators are aware of their responsibilities to respond to every child at risk of abuse or neglect and require action taken.
  - Educators understand their roles and responsibilities in accordance with child protection legislation and hold current responding to abuse and neglect qualifications.
  - All educators have current working with children checks.
  - A supervisor is always on site.
  - All educators have undertaken Child Protection training and are aware of the 'Information Sharing Guidelines'.
  - All educators, volunteers and Governing Council Members have a current induction and have completed Responding to Abuse and Neglect Training, repeated three yearly.

## Key improvements sought for Quality Area 2

### Improvement Plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
2.1.1	Effectively engage all children in rest and relaxation during the day.	Ensure the wellbeing and comfort is met for all children and they have time for rest and	M	Provide all children with a pillow.  Trial relaxation before lunch	All children engaged in restful periods during the day.	Ongoing	

		relaxation during the day.		rather than after lunch.  Use a range of different methods of relaxation, rest and mindfulness.			
2.1.3	Some foods not suitable for kindergarten packed in lunchboxes.	For all children to have a healthy nutritious lunch that meets our healthy food and nutrition policy.	H	<p>Continue to promote healthy eating and ensure all parents and families are aware of our healthy food and nutrition policy and the foods provided to eat at kindergarten are nutritious and correspond with the policy.</p> <p>Continue to focus on growing fruits, vegetables and herbs with the children at preschool and participate in a sustainable culture.</p> <p>Link with Little Sprouts Kitchen Garden.</p> <p>Encourage the children to try a range of fruits and vegetables with our shared fruit/vegetable morning tea daily.</p>	<p>Explored the story "What's in my Lunchbox?" with the children and children are aware of healthy eating habits.</p> <p>Children and families are making nutritious food choices.</p> <p>All children involved in gardening and cooking at Barker Kindergarten.</p>		
2.1.3	Poor gross motor and ball skills observed in children.	Embed physical activity into our daily routines at preschool.	H	<p>Allow for uninterrupted outside play.</p> <p>Provide the children with a range of physical activities and resources which encourage physical activities in both our indoor and outdoor environment.</p> <p>Participate in physical activities beyond the preschool fence. Local walks, use of Wellington Square and Park 6, Tennis SA Memorial Drive etc.</p> <p>Engage OT and PT students with children at Barker Kindergarten.</p>	<p>Increased involvement of children in physical play.</p> <p>Improvement and confidence in gross motor skills in children.</p> <p>Involvement of OT ad PT students with the children at Barker Kindergarten.</p>		<p>Involvement of OT ad PT students with the children at Barker Kindergarten.</p> <p>Barker Kindergarten Fun Run and obstacle course at Wellington Square.</p> <p>Tennis SA Excursion.</p> <p>Daily physical activities and songs.</p>

2.2.1	Need visual risk benefit assessments in the environment.	Promote each child's involvement in risk assessment. Support children's play and their understanding of risk.	H	<p>Involve children in the discussion about risks and benefits and risk associate with their play to support their growing independence and awareness of other children and their environment.</p> <p>Record and share with the community.</p>	<p>All members of the community are aware of our shared responsibility to protect children from harm during their learning.</p> <p>Establish risk benefit assessment floor book.</p>		
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## Quality Area 3: Physical environment

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

### Quality Area 3: Standards and elements

<b>Standard 3.1</b>	<b>The design of the facilities is appropriate for the operation of a service.</b>	
Fit for purpose	Element 3.1.1	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
Upkeep	Element 3.1.2	Premises, furniture and equipment are safe, clean and well maintained.
<b>Standard 3.2</b>	<b>The service environment is inclusive, promotes competence and supports exploration and play-based learning.</b>	
Inclusive environment	Element 3.2.1	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.
Resources support play-based learning	Element 3.2.2	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.
Environmentally responsible	Element 3.2.3	The service cares for the environment and supports children to become environmentally responsible.

## National Law and National Regulations underpinning Quality Area 3

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

National Law and National Regulations		Associated element
Regulation 103	Premises, furniture and equipment to be safe, clean and in good repair	3.1.2
Regulation 104	Fencing	3.1.1
Regulation 105	Furniture, materials and equipment	3.2.2
Regulation 106	Laundry and hygiene facilities	3.1.1
Regulation 107	Space requirements—indoor	3.1.1
Regulation 108	Space requirements—outdoor	3.1.1
Regulation 109	Toilet and hygiene facilities	3.1.1
Regulation 110	Ventilation and natural light	3.1.1
Regulation 111	Administrative space	3.1.1
Regulation 112	Nappy change facilities	3.1.1
Regulation 113	Outdoor space—natural environment	3.2.1
Regulation 114	Outdoor space—shade	3.1.1

National Law and National Regulations		Associated element
Regulation 115	Premises designed to facilitate supervision	3.1.1
Regulation 116	Assessments of family day care residences and approved family day care venues	3.1.1
Regulation 117	Glass (additional requirement for family day care)	3.1.1
Regulation 274 NSW	Swimming pools	3.1.2
Regulation 345 Tasmania	Swimming pool prohibition	3.1.2

## Quality Improvement Plan for Quality Area 3

### Summary of strengths for Quality Area 3

#### Strengths

#### 3.1.1 Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose, including supporting the access of every child.

- The outdoor and indoor learning environments have been developed to engage children in play based learning experiences which enhance their development.
- The environment is viewed as the third teacher. Resources in the environment invite participation, curiosity, wondering and learning.
- The environment provides opportunities for children to safely and effectively learn individually and collectively in small and large groups.
- The environment provides opportunities for active play, appropriate risk taking, rest and relaxation.
- The outdoor environment has natural materials including trees, bark, logs, plants, sand, rocks, pebbles and grass. Educators have been to professional development through Nature Play SA and we are working through the 49 things to do outside before you are 5 list.
- Adequate shade is provided in the outdoor environment. A shade sail covers the large sandpit area and large leafy trees cover the lawn, pebble, bark chip and swing areas. We also have 2 verandah areas which the children access during both summer and winter.
- The outdoor area is appropriately fenced with tubular fencing around the perimeter, including a double gate to ensure safety of the children upon exiting. We are located on a busy road.
- Adequate soft fall is installed in the outdoor environment underneath climbing equipment.
- Materials for outdoor loose parts play are all assessed with educators and children for risk and risk benefit assessments completed and documented with the children.
- Both indoor and outdoor furniture is appropriately sized for use by children.
- Resources are age appropriate and available to the children so they have choice in the learning.
- Hand washing basins are easily located for children from both inside and outside. The facilities are available to children at all times.
- The building is lit with natural and artificial light. We have large windows which makes the environment light. We have 3 external doors which can be opened to gain sufficient air and circulation. This is also assisted by fans and air conditioner units during warmer months.
- The outdoor verandah has been modified with the use of children's lockers to ensure adequate supervision of all children.
- Both the outdoor and indoor environments allow for the flexibility of learning for all children.
- Children are encouraged to access their own resources for learning. As many resources as possible are made available and within reach for children. Children can ask for other resources as required.

- Facilities are accessible for all children including those with additional needs. We currently have a portable ramp to access steps and are liaising with the City of Adelaide (heritage) and facilities management for something more permanent for the heritage building.
- The children's toilet area is spacious for someone with additional needs.
- Play based learning experiences are set up both inside and outside with adequate space between them to ensure safe walkways.
- Experiences are open ended which allows children to enter and exit within their ability and interest of their own learning.
- Experiences are guided by children's voice with feedback from parents and community.
- The outdoor environment is an ongoing area on inquiry for the children and their families and is constantly being improved to enhance educational outcomes for children.

### **3.1.2 Premises, furniture and equipment are safe, clean and well maintained.**

- Safety checks of both indoor and outdoor equipment are completed by staff daily.
- We complete quarterly safety inspection of the whole site. These records are stored in the WHS folder.
- Resources, equipment and furniture are cleaned as per the cleaning schedule – daily, weekly, termly depending on the equipment.
- We have a register of all hazards at the site and an action plan for each of these hazards.
- We receive hazard alerts from DECD and put in any strategies required to prevent injury if we have equipment relevant to the hazard.
- Material Safety Data Sheets are located with all hygiene and cleaning products. These products are kept in locked cupboards except for hand washing soap and hand sanitiser which are used by the children.

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

- Children have access to natural environments and materials both indoors and outdoors.
- The indoor space has tree logs which are used for seating in the group area, we have logs, stones, twigs, leaves etc. that children can access to use in their building, construction, pretend and imaginative play.
- The outdoor space has vegetable garden beds, tyre garden beds, large trees, potted plants, mud kitchen, water, sand, bark chips. These natural materials are provided to stimulate children's thinking, collaboration, communication, make choices in their learning, connect with and contribute to their world. Manufactured loose parts are available for children to use in their play. Large tree logs donated by families.
- Children are involved in watering both indoor and outdoor potted plants and garden beds.
- The children are involved in planting, harvesting and choosing what to grow in our garden beds. We then use some of these fruits and vegetables for cooking or share at group time.
- Children move the outdoor play structures to where they want to use them – sand pit, mud kitchen, soft fall area.
- Children have access to materials so they can make their own choices about their learning and experiences they want to engage in.
- We offer a shared fruit time so children have the opportunity to try a range of fruit and vegetables, and children can discuss

- between themselves and educators the types of foods they are eating and other areas of health and physical wellbeing.
- Lunch times are arranged so children sit with peers and educators in small groups either inside or outside weather and learning activity dependant to also encourage children to discuss what is in their lunchbox and healthy food choices.
- Indoor and outdoor spaces are flexible and there is opportunity for the environments to be adapted and modified at any time.
- Changes are made to the environment where necessary to ensure that every child is able to participate in meaningful play based learning experiences.

**3.2.2 Resources, materials and equipment allow for multiple users, are sufficient in number, and enable every child to engage in play-based learning.**

- Resources are available in adequate quantities to stimulate learning and positive interactions. Materials that provide for open ended play are provided.
- As part of our ongoing cycle of programming, planning, documentation and evaluation both indoor and outdoor environments are reviewed regularly and are flexible and can be rearranged to suit the needs goals and interests of the children.
- Some items such as swings, bikes and trampolines are limited in number. Children have access to sand timers (located in outdoor shelves) to assist them to take turns, negotiate and share.
- We have a risk assessment program book and risk assessments are completed with the children. Educators document risk vs benefits of activities and keep in a folder. It has input from both children and educators.
- When planning for learning experiences, educators ensure that multiple children and small and large groups of children are able to be engaged in the experience this enables children to develop verbal and non-verbal communication skills.

**3.2.3 The service cares for the environment and supports children to become environmentally responsible.**

- Sustainable practices are embedded in the program, the children are involved in sustainable practices at kindy and take these practices home and share with their families in their homes.
- Children are supported to show respect for their environment.
- We place all fruit and vegetable scraps in our worm farm or compost bin which is used in our vegetable garden beds.
- We use recyclable items in our play.
- The taps in the bathroom are timed to ensure that we don't waste water.
- When we are using water for play we place it containers and buckets and don't leave the tap/hose running.
- Our kindergarten has 3 colour bins which correspond with the council bins so children can place their rubbish into the correct bin – Landfill, recycling and green waste.
- As part of our learning we looked at the recycling symbols on containers and play games about rubbish and waste.
- Families contribute to sustainable practices by donating recyclable materials for construction, loose parts play and other play experiences.
- Educators only print and photocopy what is necessary. Recycled and paper printed on one side is reused by children in their play and construction.
- We care for our garden beds and potted herbs – growing own food; visit to little sprout kitchen garden; workshop with Bunnings Prospect about gardening.
- Our learning program supports children to become environmentally responsible and respectful for the environment. Our learning

- opportunities for children include:
- Using opportunities in our kindergarten environment for learning including looking at the caterpillars turning into butterflies; watching the nest under our verandah and the baby birds.
  - Having animals from the Nature Education Centre to provide children with opportunity to interact with, observe, look after and care for a variety of animals and learning about the world around us.
  - Assist in keeping the kindy tidy. Putting food scraps and wrappers in the appropriate bins and cleaning up the kindy environment after use.
  - Enquiry units on recycling, sustainability, caring for our environment, caring for ourselves.
  - Grow own produce and use in cooking and share with families.

## Key improvements sought for Quality Area 3

### Improvement plan

Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
3.1.1 3.2.1 3.2.2	Further develop our indoor and outdoor loose part resources with a focus on STEM learning.  Quantity allows for sufficient play by groups of children.	Risk benefit assessments are undertaken, recorded and filed for all learning activities. Completed with the children.  Purchase new loose parts resources for both indoors and outdoor environment which encourages open ended creative play and STEM thinking in children.	H	Undertake risk benefit assessments with the children. Assist the children to record and share them with the community.  Purchase STEM magnetic walls for both inside and outside and a range of the magnetic loose parts to be used on the wall.  Purchase tool bench and new mud kitchen.	Children develop an understanding of risky play and learn to take appropriate risks in their environment.  Risk benefit assessment floor book developed with the children.  Display risk benefit assessments in the environment.  Educators to complete child safe environs playground professional development.  Children are engaged in indoor and outdoor learning activities and using the language of STEM in their play.	Review termly.	Risk benefit assessment floor book established for new cohort of children.  New loose parts resources purchased for both playgroup and preschool for inside and outside.
3.2.3	Embed sustainability practices within each new cohort of children.	Continue to develop environmentally sustainable practise and encourage recycling		Encourage children to use recycled materials in their play and art works.	Daily use of compost bin and worm farm.  Daily use of recycling bins and milk		Recycled bottle top art work.  Using natural materials found locally in play, artwork, gardening

		<p>whenever possible and used recycled materials.</p> <p>Develop the children's awareness of water conservation.</p>	<p>Take the children on local walks to Park 6 and Wellington Square to collect natural materials for use in their play, garden beds and art work (e.g. leaves, sticks, bark, flowers, herbs).</p> <p>Intentional teaching around the use of the 3 coloured bins for landfill, recycling and green waste.</p> <p>Use water sustainable strategies at preschool including watering cans instead of the hose.</p> <p>Using buckets and containers of water for water play activities and not leaving the hose running.</p> <p>Purchase manual water pump for the children to use in outdoor play.</p> <p>Investigate installation of rainwater tanks at Barker Kindergarten.</p>	<p>carton to collect yoghurt lids.</p> <p>All families and children involved in and use reduce, reuse and recycle.</p> <p>Use of recycled materials in play.</p>	<p>etc.</p> <p>Manual water pump purchased and being used in play. New buckets and watering cans also purchased for use in play. These are readily available for the children to use.</p> <p>Fruit and vegetable scraps collected daily and used in our compost and worm farm.</p> <p>Children take responsibility for looking after our worm farm and worm hotels daily with educators.</p>
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## Quality Area 4: Staffing arrangements

This quality area of the *National Quality Standard* focuses on the provision of qualified and experienced educators, co-ordinators and nominated and experienced supervisors who are able to develop warm, respectful relationships with children, create safe and predictable environments and encourage children's active engagement in the learning program. **Please note that a number of transitional and jurisdiction-specific regulations apply to staffing arrangements. Refer to Chapter 7 of the *Education and Care Services National Regulations* for more information.**

### Quality Area 4: Standards and elements

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

## National Law and National Regulations underpinning Quality Area 4

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

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

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

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

## Quality Improvement Plan for Quality Area 4

### Summary of strengths for Quality Area 4

#### Strengths

##### 4.1.1 The organisation of educators across the service supports children's learning and development.

- Educator to child ratios are maintained at all times. At most times we have additional staffing at the kindergarten.
- All teaching and ECW staff have appropriate qualifications. The Director holds a degree in Occupational Therapy in addition to Early Childhood Teaching and Learning and is enrolled to commence her Masters in Leadership and Special Education.
- All educators have first aid qualifications.
- All nominated supervisors have had specific approved emergency asthma and management anaphylaxis training. We have an epi-pen training kit on site.
- All educators working with children have the required DCSI checks either through the Teachers registration board of SA or Department of Social Inclusion. All have completed their RAN training. All educators due to update RAN prior to the end of 2018.
- All volunteers (including the governing council) have completed their RAN training.
- Communication, participation and respect amongst educators is a high priority. We have weekly staff meetings to ensure a high quality play based curriculum inclusive of all children, we have a staff communication book, diary and professional learning community noticeboard to share professional learning opportunities.
- Incidental conversations throughout the day between educators and educators and parents are used to discuss and reflect upon the learning and individual children.
- Use of bilingual and support workers. Make them part of the team. Consistent.
- All TRT educators are inducted. We use regular TRT staff for the consistency of the team, understanding and knowledge of site practices and also for the children, families and learning program.
- All volunteers are inducted.

##### 4.1.2 Every effort is made for children to experience continuity of educators at the service.

- Where possible staff are employed on an ongoing basis to ensure continuity of care from playgroup through to pre-entry and then preschool. Where not possible staff are employed on contracts for 12 months to ensure continuity for the preschool year.
- At Barker Kindergarten we promote continuity of educators by utilising a core group off regular relief teacher pool ( TRT )and relief ECW staff. This provides the children with continuity of their educators and allows them to develop effective secure reciprocal relationships. It also provides cohesion for the education team.
- We also employ regular bilingual and preschool support staff for children with additional needs so they can develop secure reciprocal relationships.
- Relief staff attend professional development with the team so they are involved in the planning and program and individual children at the service. We strive to be cohesive team with a clear vision ensuring the philosophy reflects our curriculum and teaching practices.
- Working as a cohesive team is crucial for high learning outcomes for children, families and educators.

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

- Educators believe effective relationships form the basis of a good working environment and we all acknowledge each other's

strengths and skills and learn from each other.

- Educators collaboratively engage in ongoing discussion about their practices where all voices are encouraged and listened to.
- Professional learning communities by educators using a range of tools, RRR, observations, learning stories to reflect on children's experiences and our teaching and learning strategies.
- Believe in life-long learning of all educators and we learn from each other. Educators attend training and development together, reflect at staff meetings to improve and exchange practice.
- Established a professional learning community.
- Professional development plans.
- Opportunities for staff to attend professional development.
- Teachers hub (professional learning community) in Adelaide prospect partnership with other preschools in our region
- Staff meetings

#### **4.2.2 Professional standards guide practice, interactions and relationships**

- The philosophy, early childhood association code of ethics and our programming and planning review cycle is reviewed annually to ensure it reflects our practice. We have this displayed on our professional learning information board.
- Our wellbeing policy guides our interactions with children to promote positive behaviour and relationships and create a safe respectful environment for all children, families and educators.
- We have a concerns and complaints policy and process so families can voice any questions or concerns.
- All educators have access to EYLF, NQS, national regulations and guide to NQS, educators guide to EYLF. Policy and procedure documents site specific and DECD specific. These are embedded with practice but are all available in our office bookshelf clearly labelled and to be found and DECD intranet.

## Key improvements sought for Quality Area 4

### Improvement plan

Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
4.2.1	Embed critical reflection in practice.	Staff team uses effective critical reflection to inform practice.  Establish effective and strong working relationships in our staffing team.  Ensure that our practices reflect our philosophy.	H	Daily staff reflection with colleagues.  Attendance at staff meetings, PLC meetings, professional development.  For all staff to have a clear professional development plan that links to QIP and personal goals.	Staff participation all of the steps.  Professional development plan established and reviewed twice yearly with Director.		

## Quality Area 5: Relationships with children

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

### Quality Area 5: Standards and elements

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



## National Law and National Regulations underpinning Quality Area 5

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

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

## Quality Improvement Plan for Quality Area 5

### Summary of strengths for Quality Area 5

<b>Strengths</b>	<p><b>5.1.1 Responsive and meaningful interactions build trusting relationships with engage and support each child to feel secure, confident and included.</b></p> <ul style="list-style-type: none"><li>• Actively develop responsive respectful relationships with children which promote each child's security and belonging, enabling them to explore the environment and engage in learning with increasing confidence and resourcefulness. We do this by greeting the children each morning, being warm, welcoming and supporting their feelings during this transition time. We engage in active listening to the children and practice the pedagogy of listening based on the Reggio Emilia approach, coupled with responding promptly and appropriately to their needs and concerns. We engage in conversations with children to learn about their interests, family and culture in order to further understand the child's world. We work alongside children as they inquire and research their world. Educators and children share their thinking during this collaborative time, and learn together</li><li>• Through fostering small group projects that provide children with opportunities to engage on a deeper level with educators, we are more fully able to engage all children in particular, the children who tend to be shy whilst in large group situations.</li><li>• Our philosophy statement provides a foundation for our pedagogy (our approach to working with children and young families).</li><li>• We begin to establish relationships with children during transition visits (and playgroup).</li><li>• We program to focus on the child protection curriculum, reinforcing that educators work with children and families to keep all children safe.</li><li>• Educators facilitate open ended experiences that are inviting to all children and are scaffolded so children can enter and exit the experiences at a time and level that is appropriate to them.</li><li>• Educators understand and encourage children to communicate their thoughts and ideas both verbally and non-verbally (Hundred Languages of Children - Malaguzzi) and educators practice actively listening and documenting these verbal and nonverbal languages.</li><li>• Children engage with educators in meaningful ways to support the acquisition of skills for life and learning by guiding children to both independently and collaboratively solve problems.</li><li>• We encourage children to try/have a go and take risks in their learning</li><li>• Our use of open ended questions encourage children to think deeply about their learning and keep the thinking broad.</li><li>• Educators use the RRR tool to review relationships and wellbeing and use this data to guide our work.</li><li>• Each child is included and involved in the program. Our curriculum cycle of planning and programing caters for planning for the individual child ensuring that they observed, documents, planned for and their learning evaluated.</li><li>• We seek information from families from the point of enrolment which assists us to plan targeted learning experiences.</li><li>• Working in partnerships with relevant professional to establish each child's sense of well bring and belonging.</li><li>• There is a visual display of the Kaurna peoples 'acknowledgment of country' created by the children in our entry or 'welcome space'. We have a family tree featuring photographs of the children with their families.</li><li>• Self-portraits created by the children and accompanied with text describing their interests are displayed in the preschool for</li></ul>
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- children and their family to view, and to make visible the many individuals who belong to our learning community.
- We welcome children each day using the languages from other cultures. We have greetings and hello displayed in different languages.
- Bilingual and support educators contribute to each child's feeling of security and support through their exclusive knowledge and understanding which they share with all the staff at the centre.

#### **5.1.2 The dignity and the rights of every child are maintained at all times.**

- Educators model and empower children to maintain their dignity and rights.
- Children explore how their behaviour may affect others.
- Toilet plans and health plans, NEPs are developed to ensure the dignity and rights of children are maintained at all times
- Educators develop respectful, reciprocal relationship with children.
- Educator's model and support children to understand the feelings and rights of others and create a culture of inclusion.
- Educators plan for learning around rights of all children to be safe, and to belong and feel valued in our centre community.

#### **5.2.1 Children are supported to collaborate, learn from and help each other.**

- The daily learning sequence is organised to enable longer uninterrupted play for children to explore their learning environment and educators to interact with individual children, engage in their learning and develop deeper understandings about their interests, knowledge and skills.
- Children are encouraged to work collaboratively and we provide opportunities that enable them to work with each other negotiating and sharing experiences.
- Play based learning is presented in a way that promotes collaborative play, communication, risk taking, resilience and problem solving both indoor and outdoor environment.
- Educators learn alongside children modelling dispositions for learning such as persistence, and focus on the processes of learning
- Educators encourage children to share their ideas, and acknowledging and valuing all ideas and theories children contribute.
- We encourage children to stop, think and reflect – this slow thinking supports mindfulness and reflection in children.

#### **5.2.2 Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.**

- Child protection curriculum is implemented throughout the year to empower children in their interactions with others.
- We have wellbeing policy in place to guide children's behaviour. Behaviour guidance is always carried out from within our relationship with the child and is respectful.
- Wellbeing policy updated Term 4 2015
- Behaviour is viewed using a learning and development lens.
- Supporting children to develop and grow self-help skills and strategies and to manage conflict using appropriate language and gestures.
- Children are encouraged to seek the help of an educator if they require support to resolve a problem.
- Educators focus on developing collaborative play skills and working together as a team.
- Educators make use of incidental opportunities to develop social and emotional knowledge and interaction skills.

- Educators acknowledge children's feelings, support children to understand their behaviour and support a child to make a choice that is safe for everyone – the FLO process of feeling, limits, options that support the development of executive functions.

## Key improvements sought for Quality Area 5

### Improvement plan

Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
5.2.1	Children to participate in inquiry and critical reflection with their peers.	<p>Educators use the 100 languages of children to engage all children in the learning program.</p> <p>Create a learning focussed culture within preschools where children use language of learning with educators and peers.</p> <p>Children becoming powerful learners who can effectively embrace complex and unfamiliar situations.</p>	M	<p>Discuss behaviours and learning environments that support learning with children.</p> <p>Promote all children as learners who can also support peers to learn.</p> <p>Provide children with the opportunity to revisit their learning and reflect on their learning.</p>	Children articulate their learning and reflections on their learning including choices.	Ongoing	

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

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

### Quality Area 6: Standards and elements

<b>Standard 6.1</b>	<b>Respectful relationships with families are developed and maintained and families are supported in their parenting role.</b>	
Engagement with the service	Element 6.1.1	Families are supported from enrolment to be involved in the service and contribute to service decisions.
Parent views are respected	Element 6.1.2	The expertise, culture, values, beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
Families are supported	Element 6.1.3	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
<b>Standard 6.2</b>	<b>Collaborative partnerships enhance children's inclusion, learning and wellbeing.</b>	
Transitions	Element 6.2.1	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
Access and participation	Element 6.2.2	Effective partnerships support children's access, inclusion and participation in the program.
Community engagement	Element 6.2.3	The service builds relationships and engages with its community.

## National Law and National Regulations underpinning Quality Area 6

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

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

## Quality Improvement Plan for Quality Area 6

### Summary of strengths for Quality Area 6

<b>Strengths</b>	<p><b>6.1.1 Families are supported from enrolment to be involved in the service and contribute to service decisions.</b></p> <ul style="list-style-type: none"><li>• Our enrolment and orientation process is based on active communication, consultation and collaboration with families in order for us to develop and grow relationships and work in partnerships with families to ensure higher learning outcomes for children'</li><li>• We have an effective enrolment procedure for both preschool and playgroup which is evidenced by the positive feedback we receive about this important relational process</li><li>• A Preliminary enrolment form is completed by and with the families in order to register interest to attend Barker Kindergarten. We are currently taking registrations of interest for 2019, 2020 and 2021. Families are contacted in August and September to formally offer them a place at the preschool the following year. Families are subsequently invited to attend our parent information night where they ask questions and share information. We also offer individual tours as requested. These Individual tours are an important opportunity for children and families to build rapport with educators and discuss the individual needs of their child.</li><li>• A transition to kindergarten program is offered to families in Term 4 the year before they are due to start kindergarten. This is 1 session per week or fortnight and based on availability in the given year. The transition program is set up to assist children develop some familiarisation with educators, routines, the environment and their peers.</li><li>• Barker kindergarten provides a weekly playgroup for the families within the community. The playgroup is to support families create networks with other in the community as well as being an opportunity to start growing meaningful relationships with the centre community at an early stage and for a longer time.</li><li>• Two-way information is exchanged during the enrolment process. We acknowledge that all families and children come with a wealth of knowledge and experiences and that parents are the primary educators. Therefore, we seek detailed and relevant information from families about their child and the family. During our initial conversations and backed up in the written information exchange we invite parents to be involved in the preschool and discuss with them how they would like to do this.</li><li>• Families have many opportunities to be involved in the preschool and contribute to decisions – their voice is actively sought.</li><li>• Opportunities for parents to participate in the kindergarten begin as part of the enrolment process where we encourage and discuss the value of involvement of family. We also provide examples of how previous families have been involved and a parent testimonial is part of the enrolment package.</li><li>• This process continues throughout the year where families are provided with opportunities to be involved and contribute to the decision making process through GC, surveys, newsletters etc.</li><li>• Families are invited to participate on the GC and meeting times are displayed in the newsletter and on the whiteboard. Formal decisions are made through our governing council.</li><li>• Feedback from families is sought continuously through newsletters and informal conversations.</li><li>• Families are encouraged to be involved in policy, QIP and philosophy reviews.</li><li>• Families are encouraged to provide ongoing information to guide their child's learning through formal and informal conversations, learning statements etc.</li><li>• Families are supported and encouraged to participate in our yearly parent feedback.</li></ul>
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- Ongoing parent feedback sought throughout the year on individual and group learning plans, events such as art show etc.
- Support family participate and involvement in the preschool through events such as excursions and incursions, art show, end of year celebrations, twilight preschool night, opportunity for parents to visit in the evening, book week, gardening, cutting fruit with the children each morning, and laundry.
- Strong governing council with weekly volunteers who support the children.

**6.1.2 The expertise, culture, values, belief of families are respected and families share in the decision making about their child's learning and wellbeing.**

- Families are encouraged to respond to their child's learning and development throughout out the children planning cycle.
- Formal option through parent feedback survey.
- Suggestion box for general suggestions, comments, feedback and ideas.
- We support families to feel comfortable and welcome by greeting them in a friendly manner when they arrive at the centre and by introducing ourselves. We are always available to answer parent's inquiries about their child's learning at the preschool, both formally and informally and encourage them to share with us. These practices form the basis of building trusting relationships with families, recognising their expertise and encouraging and supporting their involvement in the decision making process.
- At enrolment educators seek family and child information both verbally and in writing about their values and beliefs, and this information is used to form relationships and guide the learning program.
- Educators value and encourage family questions and comments and respond to it in a positive way,
- Families have ongoing opportunity to share information about the children through conversations and during term 1, information is collected about family profiles.
- Learning portfolios provide examples of individual and group learning. These folders can be accessed at any time and parents are encouraged to provide us with feedback throughout the year. Families are provided opportunities to make comment about their child's learning and any future learning goals.
- Any changes to the program and curriculum is flagged to parents in our many communication channels as well as and most importantly through direct conversations.
- Our governing council is informed about training and development of staff as well as new educational initiatives and discussions around curriculum are placed on the agenda.

**6.1.3 Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.**

- Comprehensive and current information is available and accessible to families in a variety of forms; we have a "Welcoming Area" which displays our current curriculum, termly program, EYLF as well as information on our GC, current newsletter etc. we have a family information folder which contains all our policies and procedures.
- We had a new website go live midway through this year and we continuously update and upload all the policies and information about the kindergarten.
- Families receive newsletters 2-3 x per term as well as a detailed information package at the time of enrolments and orientation.
- Newsletters provide information about the curriculum, term overview and calendar. There is an information session during transition to provide all information for the preschool year. Another information session is held early in term 1.



- There is a daily message board situated at the entrance to keep busy families informed and up to date.
- A visual diary records weekly learning experiences and curriculum information parents can access at any time.
- Children's portfolios.
- There are a number of relevant parent information pamphlets available in the "Welcoming Area"
- Upcoming educational events and news are displayed in the parent information area
- At times throughout the year we have guest speakers provide information on topics such as healthy eating, caring for our teeth, reading etc. driven by the interests of parents.
- Written information is passed on in person as often as possible to strengthen shared meanings between the family and the educators. This is particularly valuable for families newly arrived in our country.
- Our designated family information area that families are introduced to at orientation provides families with relevant information about community services and resources to support parenting and family wellbeing.

**6.2.1 Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.**

- Transition to school is an ongoing process where all children participate in ongoing visits, incidental and planned. We have children attend up to 15 different schools at the end of the kindy year, we liaise with all schools regarding children transitioning to their school. Many schools arrange for reception teachers to visit children in the kindergarten. Supported visits are organised for children with additional needs.
- We meet regularly with North Adelaide Primary School which is our biggest feeder school to reflect on and improve the transition process. We have had older students from NAPS visit throughout the year, these children will buddy the preschool children next year during reception. We also have had students visit from St Dominic's priory college to establish links.
- The reception teachers from North Adelaide Primary School, Nailsworth, Prospect, Prospect North, Walkerville, St Dominics Priory College, Immaculate Heart of Mary, CBC run programs to build relationships with the children and preschool educators.
- We are working on enacting the "principles for successful transition to school" – a highly regarded DECD process.

**6.2.3 Effective partnerships support children's access, inclusion and participation in the program.**

- We have developed and maintained close working relationships with DECD special educators, speech and psychology service who provide important services for our children and families.
- We currently work collaboratively with DECD speech pathologist, DECD psychologist, DECD special educators, Lizard Therapists to provide support for children and their families at our kindy. We work in partnership with our allied health colleagues and they are involved and engaged in the curriculum to provide consistent and common goals for children and to provide professional advice about the child's learning and well-being to all concerned
- We refer children for assessment at the WCH CDU (Women's & Children's Hospital & Child Development Unit).
- Emergency services fire and police have provided learning experiences for the children to enhance their understanding of the child protection curriculum and understanding of strategies for keeping themselves safe.
- Animals from nature education centre and the zoo mobile attend our service.
- We are part of the APP (Adelaide Prospect Partnership) which is currently focusing on effective transitions to school
- CYH (Child and Youth Health) visit kindy termly to conduct 4 year old health checks.
- Families are supported to be actively involved in interagency meetings.

- Inclusion and support assistance is facilitated. All children are supported and encouraged to participate in all areas of the curriculum. We use play based learning experiences so children can enter and exit the experience at different levels to suit their interests, needs and abilities. We scaffold learning.
- Children with additional learning needs have individual negotiated education and learning plans which are produced in conjunction with the child's families and others professional involved with the child and support their participation in the program.
- Bilingual support and preschool support funding is sourced where necessary.
- We accommodate and enable trained private therapists to work alongside educators to support children who have special needs - at their families' request.
- Support individual children through behaviour plans. ILP's, NEPs, bilingual support workers, preschool support works, speech pathology & behaviour therapists.
- Commitment to full participation of children with additional needs. Educators attend professional development to gain skills to further support children with additional needs.

#### 6.2.3 The service builds relationships and engages with their local community.

- Families enrich the kindergarten program by sharing their professions, hobbies, cultures and cooking with the children throughout the year. Parents contribute not only through GC membership but also at kindergarten events.
- Barker Kindergarten works at building effective relationships and engages with local community. The North Adelaide business community are always very supportive of our annual art show donating sausages and drinks for the night and raffle and door prizes to significant value.
- We actively build relationships with local schools North Adelaide Primary and St Dominic's Priory College.
- Our children, staff and families move out into the community, valuing the learning that it affords as we often visit interesting spaces such as the local playground, Post Office, Library, emergency services and the local shops.
- Students from nearby University of South Australia and TAFE often visit.
- As part of viewing our community and city as a learning environment we visit many civic spaces by bus such as the South Australian Art Gallery, Botanic Gardens and South Australian Museum. These explorative trips enrich our program.
- We have been involved in many programs run in the surrounding community such as the 'Little Sprouts' program.

## Key improvements sought for Quality Area 6

### Improvement plan

Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
6.1.2	Not all families are engaged in the service and cooperative learning	Strengthen our relationships with bilingual families. Strengthen their	H	Staff continue to work closely with Bilingual staff to develop understanding of cultural difference and to build	Increased parent participation in the preschool program.	Ongoing	

	decisions for their child.	<p>participation and engagement in the service.</p> <p>For staff to further develop understanding of different cultures within our community.</p>		<p>relationships with families and the community.</p> <p>Assist these families to participate within the preschool program and share their knowledge, skills and culture.</p> <p>Establish a bilingual playgroup and transition program in term 4 for 2019 families. Establish effective relationships prior to the commencement of preschool.</p>			
6.1.1	More parent involvement in the service.	Strengthen parent participation and engagement in decision making at Barker Kindergarten.	H	<p>Widen communication methods with family including email and social media in additions to newsletters, information in our welcoming area and Governing Council.</p> <p>Provide opportunities for families to provide formal and informal feedback to the service through surveys, Governing Council and anecdotal sharing opportunities.</p> <p>Provide authentic opportunities for families to be involved in the kindergarten.</p> <p>Have a succinct clear role description of parent involvement and volunteers at the kindergarten.</p>	<p>Parent feedback.</p> <p>Higher level of participation of parents at the kindergarten including parents assisting to cut the fruit daily, attending excursions, assisting with cooking and gardening learning activities, active Governing Council and general kindergarten maintenance.</p>		

## Quality Area 7: Governance and Leadership

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

### Quality Area 7: Standards and elements

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

## National Law and National Regulations underpinning Quality Area 7

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

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

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

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

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



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

## Quality Improvement Plan for Quality Area 7

### Summary of Strengths

#### Strengths

##### **7.1.1 A statement of philosophy is developed and guides all aspects of the services operations**

- Our philosophy was collaboratively reviewed and designed in 2015 with staff and families. It was an authentic process to drive our continuous improvement agenda as well as ensure that our work reflected our aspirational statements. It is reviewed annually by the staff and community and updated.

##### **7.1.2 Systems are in place to manage risk and enable the effective management and operation of a quality service.**

- All educators and volunteers meet the DECD requirements for working and volunteering in DECD including teachers' registration, First Aid, RAN training. Records of these requirements are maintained on the DECD portal for all staff and in a secure location on site for volunteers. A record of expiry dates of these mandatory requirements is stored on site.
- Records and information are stored as per legislation to ensure confidentiality and are available from the service.
- Administration systems are well established and maintained to ensure effective operation of the service.
- We use codified systems that are reviewed as part of our ongoing continuous improvement. We have ongoing input into the larger DECD systems that effect our curriculum and service at large.
- Processes are in place that ensures all grievances and complaints are addressed, investigated fairly and documented in a timely manner. Families are notified of their rights in relation to grievances at time of enrolment and reminders are sent out in newsletter and during conversations. Families are engaged in a meaningful way ensuring that they feel confident to share their concerns with staff. Any grievances are dealt with in a confidential, sensitive, respectful and timely manners.
- All policies are created, reviewed and changed with the input of the centre community families, experts and staff and are in line with regulations.

##### **7.1.3 Roles and responsibilities are clearly defined, and understood and support effective decision making and operation of the service.**

- The induction of educators' coordinators and staff members is comprehensive.
- Governance, legislative and DECD directives to support and manage the service have become more explicit resulting in the development of detailed induction process for ongoing staff, relief staff, volunteers and students.
- A comprehensive induction folder for educators and volunteers has been developed.
- Educators are inducted when they start at Barker Kindergarten using the induction folder and DECD intranet. The induction folder is reviewed each year and regular educators at the site revisit the induction folder at the beginning of each year.
- The induction process is comprehensive and includes the philosophy, curriculum planning and programming cycle, site specific policies and procedures (other policies and procedures can be easily located on the DECD intranet), WHS information and information about children with medical conditions, those that use their own sunscreen, dietary and cultural needs.
- All educators have access to EYLF, EYLF for educators, National regulations and Guide to NQS, policies and procedures. All information is in the induction folder or can be located in the shelving in the office. Everything is well labelled and easily identified.
- A copy of the Code of Ethics is located on the Professional Learning Community wall and in the staff induction folder.
- Record of DCSI screenings and RAN training for all staff, GC, students and volunteers.

- At Barker Kindergarten we have appropriate governance arrangements in place to manage the service and an established governing council to manage the preschool as stated by DECD policies and the kindergarten constitution. The governing council consists of 7 members which reflect the diversity of parents and educators at our preschool. The governing council which is formed at the beginning of each year and meets twice per term are presented the preschool financial reports, review of policies, review of philosophy, self-assessment of the preschool and assist with the QIP. Budget and learning program and curriculum – excursions, incursions – costs, fees, art show and other fundraising ventures.
- QIP is reviewed annually with educators, GC and families. Educators review the QIP each term and progress noted and reported to the GC. And families.
- An AGM is held at the end of each year where the director reports to the community on the happening of the year alongside the treasurer chairperson and secretary. The new governing council meets at the beginning of the New Year when members are elected to executive positions. GC roles and responsibilities are discussed at the first meeting. GC members hold DCSI clearance and have completed RAN training.
- Information is on display at all times about the approved provider, nominated supervisor and educators at the centre on any given day. In the family information and policy folder is the grievance and complaint process and information.

#### **7.2.1 There is an effective self-assessment and quality improvement process in place**

- There is a commitment to continuous quality improvement. Our program cycle is a continuous improvement framework for our service. The program cycle, documentation and other forums provide us with ongoing opportunities to reflect and evaluate together. The QIP provides us with ongoing direction as well as strategic directions that support us achieve our goals. Reflection is embedded in our practice with educators critically reflecting on all quality areas throughout the year.
- At Barker Kindergarten we are a professional learning community. Ongoing professional development and learning is encouraged and supported. Educators are supported and encouraged to use their skills, strengths and interests and share them with other educators.
- All educators have the opportunity to take an active role in leading reflection and discussion on practice and individual and group learning plans for the children in our preschool. All educators take part in the ongoing self-review and assessment of our processes and practices at Barker Kindergarten against the 7 Quality Areas of the NQS.
- Professional development opportunities are provided to educators based on the goals of the QIP and staff interest. Time is provided for educators to document and evaluate children's learning each week and to collaborate in the planning process.
- Effective communication processes are created to support the organisational culture of the preschool. Families are provided with ongoing and updated information in newsletters, website, in our "Welcoming Area" and family information folder. Reminder notices on whiteboard and parenting information and resources.
- Educators have a staff communication book and staff meeting minute's book. Staff notice board has WHS area and professional learning community area which contains code of ethics, curriculum information, professional development opportunities, journal articles, information on interesting books and upcoming early years and hub meetings within our partnership area with local schools. This allows for ease of information sharing and location of resources. We also have folders for both staff and volunteer induction, Governing Council information and minutes, as well as the WHS folder is available for the staff, it includes, policies, risk assessments and risk register.
- Partnerships with both educators and families is valued and encouraged. Families engagement is monitored and supported to

- ensure each family feels they can belong to a level they feel comfortable with.
- Our service views itself as a democratic professional learning community, inclusive of everyone. We value the strengths and leadership of all and ensure that everyone's voice is heard by being welcoming, respectful and valuing each person's thinking.
- Participation in learning is a value we intentionally practice at our kindergarten - we afford many opportunities for our community to learn together and from each other, through documentation, social gatherings, special events, guest speakers, supported play groups, incursions, excursions and more.
- We seek evaluation of our practice from our colleagues and families both verbally and through surveys.

#### **7.2.2 The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.**

- Barker Kindergarten employs suitably qualified educators who lead the development of the curriculum. Director holds a Bachelor Degree, Graduate Diploma, and Master's Degree. Teachers have a Bachelor Degree in Early Childhood and our ECW and preschool support staff have diploma or certificate III qualifications.
- Leadership in the curriculum area is shared by the Director and Teachers and enacted through regular staff meetings where we continuously reflect on improving practice. The sharing of our collective teaching knowledge and the new understandings gained through professional learning promotes and sustains our professional learning community. Part time educators are financially assisted to attend staff meetings. Staff meeting minutes are recorded. The curriculum is planned and programmed using the principles, practices and outcomes of the EYLF, play based learning experiences. Children and parent voice.
- Educators regularly attend training together to enable, reflect, discuss and act.
- All educators have teachers' registration or approved authority to work, DCSI clearance, RAN training, first aid training. Nominated supervisor has additional asthma and anaphylaxis training.
- Ongoing cycle of planning and programming – evaluation/reflection supports our continuous improvement ethos.
- Barker Kindergarten educators use a range of tools and strategies to lead the development of the curriculum and to set goals for teaching and learning. Educators are supported and encouraged to attend specific and relevant training and development relevant to curriculum planning for the cohort of children at Barker Kindergarten in line with our philosophy and reflective of our QIP. The RRR document is used as a reflective tool for improvement. Observations and documentation of children's learning includes learning stories and family comments are used in an ongoing manner to improve our practice and learning outcomes for children.

#### **7.2.3 Educators, coordinators and staff members' performance is regularly evaluated and individual plans are in place to support leaning and development.**

- All educators participate in regular performance development meetings where learning goals based on the QIP, DECD initiatives and personal interest are developed and agreed upon in support of professional growth and development.

## **Key improvements sought for Quality Area 7**

### Improvement plan

Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
7.2.1	Embedded critical reflection in educators practice.		H	Collaborative reflective practice Inquiry project		Ongoing	Term 1 – Professional Development for all educators on using an inquiry process to critically reflect on educator practice. Term 2 – Educators reflect on practice using RRR ALE scale.
7.2.2	Continue to develop and implement a quality educational program and continue to improve our assessment and planning cycle.	Staff to set realistic goals that support improvement.  Staff develop expertise in designing learning that engages and intellectually challenges every learner.	H	Use the DECD learning design, assessment and reflection strategy to guide our continued improvement.  Collaboratively develop formative assessment processes that identify what learners know, understand and can do prior to and during the learning and use this information to inform and adjust the next learning steps.  STEM educator inquiry.	Educators using the 100 languages of children to engage all learners.  Develop general capabilities of children.  Use RRR ALE scale to track educator improvement.	2019	Term 1 – Professional Development for all educators on using an inquiry process to critically reflect on educator practice. Term 2 – Educators reflect on practice using RRR ALE scale.

## Notes