

# Quality Improvement Plan

Revised National Quality Standard  
commencing 1 February 2018

Updated January 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>	
Balharry Memorial Children's Centre		SE-00010152	
<b>Primary contacts at service</b>			
<b>Kara Lang - Director</b>			
<b>Physical location of service</b>		<b>Physical location contact details</b>	
Street	8-10 Centenary Avenue	Telephone	87662139
Suburb	Lucindale	Mobile	
State/territory	SA	Fax	87662108
Postcode	5272	Email	dl.6502.leaders@schools.sa.edu.au
<b>Approved Provider</b>		<b>Nominated Supervisor</b>	
Primary contact	Trish Strachan	Name	Kara Lang – CS – 00053313
Telephone	82263463	Telephone	87662139
Mobile		Mobile	0408839948
Fax	82260519	Fax	87662108
Email	<a href="mailto:Trsih.strachan2@sa.gov.au">Trsih.strachan2@sa.gov.au</a>	Email	<a href="mailto:Kara.lang891@schools.sa.edu.au">Kara.lang891@schools.sa.edu.au</a>
<b>Postal address (if different to physical location of service)</b>			
Street	PO Box 101	State/territory	SA
Suburb	Lucindale	Postcode	5272

## 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	Rural Care 08:00	Rural Care 08:00  Kindergarten 08:30	Rural Care 08:00  Kindergarten 08:30 (fortnightly – even weeks)	Rural Care 08:00  Kindergarten 08:30	Rural Care 08:00  Playgroup 09:30		
Closing time	Rural Care 18:00	Rural Care 18:00  Kindergarten 15:00	Rural Care 18:00  Kindergarten 15:00 (Fortnightly – even weeks)	Rural Care 18:00  Kindergarten 15:00	Rural Care 18:00  Playgroup 11:30		

## 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.

Kindergarten and associated programs – Open during SA school terms

Rural care – Operates 50 weeks of the year. Closed over Christmas/New year for two weeks.

How are the children grouped at your service?

Kindergarten – Eligible children attend full days under the Universal Access scheme. This equates to five full days, of 6.5 hours per day, each fortnight.

Transition offered Term 4 prior to them beginning school. Children attend 3 hours one morning a week.

Same Start initiative for new enrolments to preschool- Children turning 4 prior to 30/4 start at the beginning of the year. Children turning 4 after 30/4 start eligible preschool the following year.

Rural Care – Caters for children attending long day care. Ratios for single worker days are 1 educator for 4 children under 5 and up to 7 children altogether. Ratios for 2 worker days are dependent on ages of children in booked care. Before and after school and vacation care is offered.

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

Kara Lang - Director

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

No. of educators:

## Service statement of philosophy

Please insert your service's statement of philosophy here.

### Link to NQS:

QA 7: The centre philosophy links to all Quality Areas of the National Standards for Early Childhood Education and Care and School Age Care  
Element: 7.2.1 - A statement of philosophy is developed and guides all aspects of the service's operations

### Vision:

Balharry Memorial Children's Centre will provide an inclusive, respectful, safe and stimulating environment, where children are nurtured and supported to develop necessary skills and dispositions for life-long learning.

### We Value:

- Supporting children with their social, emotional and physical wellbeing. Encouraging children to become responsible of their own health, educating them on the importance of healthy eating.
- The child's family, cultural heritage and the wider community and the important role they play in the development of each child and supporting each other to engage in respectful relations.
- The natural environment and the valuable role it plays in stimulating the dispositions for learning.
- Through sustainable practices children are able to become responsible and show respect for the environment.

### We believe:

- **For Children:** We provide high quality education and care through careful programming and planning, based on the Early Years Learning Framework (EYLF) and Our Time Our Place to ensure we meet the developmental needs of each child. We provide children at Kindergarten and Rural Care with natural play spaces and experiences where they feel safe, secure and supported; they can explore their world and extend on their understandings and knowledge. Staff role model, engage and support children in developing an awareness of their own feelings, others around them and the importance of respect to both living and non-living.
- **For Families:** All staff recognise and value each family's cultural heritage and uniqueness and endeavour to include these into our everyday care routines while maintaining professionalism and respect. We acknowledge families are the child's first educator; together we can support children to reach their full potential. We will work in partnership with the family and assist parents in guiding the development of their children.
- **For Educators:** Recognising and valuing the professional status and experience of all our educators and provide them with opportunities for further professional development., staff will reflect upon their own practices and outcomes for children using Respect, Reflect, Relate (RRR). It is important for educators to show respect for each other's cultural heritage and unique ways. We must support each other to ensure we maintain a friendly and caring work environment through problem-solving and following the DECD grievance procedure. Providing a safe and healthy environment is vital.
- **For our Community and Environment:** Acknowledge the diversity of the centre and the inclusion of all children, families and community members. Promote a sense of **Belonging, Being and Becoming**. Explore the community through excursions and value the history and heritage. Promote respect for the environment with discussion and environmentally friendly role modelling.

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

Standard/element	National Law (section) and National Regulations (regulation)	
1.1.1, 1.1.3, 1.2.1, 1.2.2, 1.2.3	section 51(1)(b)	Conditions on service approval (educational and developmental needs of children)
1.1.1	section 168(1)(a)-(b)	Program designed for each child
1.1.2, 1.1.3, 1.2.2, 1.2.3, 1.3.1, 1.3.2	section 168(1)(c)-(d)	Program designed for each child
1.1.1, 1.1.2, 1.1.3, 1.2.2, 1.2.3, 1.3.1, 1.3.2	regulation 73	Educational program
1.1.2, 1.1.3, 1.2.2, 1.2.3, 1.3.1, 1.3.2, 1.3.3	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
1.3.1, 1.3.3	regulation 75	Information about the educational program to be kept available
1.3.3	regulation 76	Information about educational program to be given to parents
1.3.3	regulation 111	Administrative Space
1.1.3, 1.2.1, 1.2.2, 1.2.3, 1.3.2	regulation 155	Interactions with children
1.1.3, 1.2.1, 1.2.2, 1.2.3, 1.3.2	regulation 156	Relationships in groups



Standard/element	National Law (section) and National Regulations (regulation)	
1.3.1	regulation 177(1)(a)	Prescribed enrolment and other documents to be kept by approved provider – the documentation of child assessments or evaluations for delivery of the educational program
1.3.1	regulation 178(1)(a)	Prescribed enrolment and other documents to be kept by family day care educator – the documentation of child assessments or evaluations for delivery of the educational program
1.1.1	Regulation 254	Declared approved learning frameworks
1.3.1, 1.3.3	regulation 274A NSW	Programs for children over preschool age
1.3.1, 1.3.3	regulation 289A NT	Programs for children over preschool age
1.3.1, 1.3.3	regulation 298A Qld	Programs for children over preschool age

## Quality Improvement Plan for Quality Area 1

### Summary of strengths for Quality Area 1

#### Strengths

- Our centre has a strong commitment to providing the best education and care for children. We believe that we need to work with families to provide a supportive, caring, stimulating and encouraging learning environment for all children.
- The educators and families believe in the value of play for enhancing children's learning and development.
- We use the Early Years Learning Framework for planning, My Time Our Place, Literacy and Numeracy Indicators and CPC.
- The centre educators have attended training on the use of learning stories and are using these stories as one means to document children's learning.
- The Centre has a philosophy and vision statement which has been developed with families input.
- The program provides long periods of time for exploration through play, allowing children to extend their interests and learning.
- The program has daily opportunities for children to develop their literacy and numeracy skills
- Information on children's interests is gathered from families at enrolment and is used to provide programmes that support individual children in their care and learning.
- Children's work is respected and displayed so that families can engage with the learning.
- Educators respond to children's play and extend incidental learning opportunities.
- Each child has a profile book which reflects their learning and development. These are shared with the children and their families.
- The educational program is displayed at the centre, shared in newsletters and in the children's profile books.
- Reflections on kindergarten children's learning are summarised each term and shared with families in children's profile books.
- A summary of this learning forms a 'Statement of learning' which is given to families at the end of their child's year at preschool. A copy of these is provided to the Foundation teacher at the local school, after parents provide their permission.
- Daily reflections of planned and unplanned experiences, identifying possible lines of development and individual goals for children.
- Recording children's voice and learning through 'learning journal'. Available for children, families, educators and community to see.

## Key improvements sought for Quality Area 1

### Improvement Plan

Standard/element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1.1.1	Children's Numeracy and Literacy learning along with STEM have been identified by DECD as priorities and our Partnership is working towards a whole of Partnership approach to improve outcomes for all children.	<p>For all children to be powerful learners in Numeracy, Literacy and STEM.</p> <p>Educators to have knowledge and understanding of literacy and numeracy indicators and how children learn through playful pedagogies.</p> <p>Educators to utilise Playful Pedagogies to create opportunities for STEM experiences and learning.</p>	M	<p>DECD Numeracy and literacy strategy is used to reflect on current practices and to plan an effective learning program for all children.</p> <p>DECD Numeracy and Literacy Results + is implemented through the Partnership.</p> <p>DECD Numeracy and Literacy indicators for preschool are used to identify children's strengths.</p> <p>Powerful learning through playful pedagogies project –educators will participate in Playful Pedagogy Clusters to further understand and embed playful learning in the centre. This project will deepen early years Literacy, Numeracy and STEM content knowledge and further explore the connections between the ELYF, preschools Literacy and Numeracy indicators and Australian Curriculum.</p> <p>Educators to attend</p>	<p>Achieve improved learning outcomes for children</p> <p>Children develop dispositions to become powerful learners</p> <p>Literacy, numeracy and STEM is integrated into all aspects of the learning program</p> <p>The program is rich and responsive to children's needs</p> <p>Outcomes for children recorded in their Statements of learning</p> <p>Learning outcomes visible to parents</p>	<p>Term 1-4 - Evidence of learning opportunities in program.</p> <p>Educators allocated to Clusters.</p> <p>Term 1 – Educators attend Partnership Moderation of Practice Day</p> <p>Term 2 – Educators attending Innovation days for Pedagogical learning</p> <p>Term 4- Statements of learning completed</p>	<p><i>Term 1 -</i></p> <p><i>Kara working as Results Plus Mentor in TW Partnership.</i></p> <p><i>Roanna working within TW2 Cluster.</i></p> <p><i>Kara, Ro, Casey and Andrea attending LDARP day in Millicent.</i></p> <p><i>All educators attending LB Refresher Day.</i></p>

				training with Lisa Burman.			
1.2.1	A number of children are identified as having speech delays and disorders in both services. There is a need for educators to build their skills to support these areas of development.	Increased strategies and a collaborative approach to improving Oral Language Development for children within the Centre.	H	Support Services to introduce strategies for educators to implement. Information sessions and resources for families to gain understanding of the processes shared. Interventions undertaken, progress documented and outcomes shared and reflected upon.	Shared understanding of processes and extended educator capacity to support individual children and cohorts around oral language through collaborative Partnership, Site and Support Service planning and implementation of interventions. Families provided opportunities and knowledge to better support their children.	Term 1 - ongoing	<i>Term 1</i> <i>All educators introduced to Speech Screening tool with half attending PD run by speech team.</i>
1.3.3	With many children on buses and families being busy at drop off and collection times, we need to find a way to more effectively share children's progress and learning with parents/caregivers.	Families are aware of their child's progress and know how educators are supporting them to achieve their learning goals. Families will know where to find this information and actively seek it out on a regular basis.	M	Sharing planning process with families and exploring their child's goals and achievements. Making the learning space family friendly and making learning journals and portfolios available to families.	Families are aware of the planning cycle process. Families know where to find information on their child's learning and progress. Families feel comfortable coming in and finding the information for themselves.	Term 2 – Families seeking out information for themselves.	

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

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

### Quality Area 2: Standards and elements

Standard 2.1		
Each child's health and physical activity is supported and promoted.		
Wellbeing and comfort	Element 2.1.1	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.
Health practices and procedures	Element 2.1.2	Effective illness and injury management and hygiene practices are promoted and implemented.
Healthy lifestyle	Element 2.1.3	Healthy eating and physical activity is promoted and is appropriate for each child.
Standard 2.2		
Each child is protected.		
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.

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

Standard/element	National Law (section) and National Regulations (regulation)	
2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3	section 51(1)(a)	Conditions on service approval (safety, health and wellbeing of children)
2.2.3	section 162A	Persons in day-to-day charge and nominated supervisors to have child protection training
2.2.1	section 165	Offence to inadequately supervise children
2.1.1	section 166	Offence to use inappropriate discipline
2.2.1	section 167	Offence relating to protection of children from harm and hazards
2.2.1	section 169	Offence relating to staffing arrangements
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	section 189	Emergency removal of children
2.1.2, 2.1.3, 2.2.1	regulation 77	Health, hygiene and safe food practices
2.1.3, 2.2.1	regulation 78	Food and beverages
2.1.3, 2.2.1	regulation 79	Service providing food and beverages
2.1.3, 2.2.1	regulation 80	Weekly menu
2.1.1	regulation 81	Sleep and rest
2.2.1	regulation 82	Tobacco, drug and alcohol free environment

Standard/element	National Law (section) and National Regulations (regulation)	
2.2.1	regulation 83	Staff members and family day care educators not to be affected by alcohol or drugs
2.2.3	regulation 84	Awareness of child protection law
2.1.2, 2.2.2, 2.2.3	regulation 85	Incident, injury, trauma and illness policies and procedures
2.1.2, 2.2.1, 2.2.2, 2.2.3	regulation 86	Notification to parents of incident, injury, trauma and illness
2.1.2, 2.2.1, 2.2.2, 2.2.3	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, 2.2.1	regulation 90	Medical conditions policy
2.1.2, 2.2.1	regulation 91	Medical conditions policy to be provided to parents
2.1.2, 2.2.1	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
2.2.2	regulation 97	Emergency and evacuation procedures
2.2.2	regulation 98	Telephone or other communication equipment

Standard/element	National Law (section) and National Regulations (regulation)	
2.2.1	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
2.1.2	regulation 136	First aid qualifications
2.2.1	regulation 161	Authorisations to be kept in enrolment record
2.1.2, 2.2.1	regulation 162	Health information to be kept in enrolment record, including the immunisation status of the child
2.2.2	regulation 160	Child enrolment records to be kept by approved provider and family day care educator
2.2.2	regulation 161	Authorisations to be kept in enrolment record
2.2.2	regulation 162	health information to be kept in enrolment record
2.2.1	regulation 166	Children not to be alone with visitors
2.1.2, 2.1.3, 2.2.1, 2.2.2	regulation 168	Education and care service must have policies and procedures
2.1.1	regulation 168(2)(a)(v)	Education and care service must have policies and procedures in relation to sleep and rest for children



Standard/element	National Law (section) and National Regulations (regulation)	
2.1.2, 2.2.2, 2.2.3	regulation 177	Prescribed enrolment and other documents to be kept by approved provider
2.1.2, 2.2.2, 2.2.3	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator
2.2.1	regulation 274 NSW	Swimming pools
2.2.1	regulation 344 Tasmania	Safety screening clearance – staff members
2.2.1	regulation 345 Tasmania	Swimming pool prohibition

## Quality Improvement Plan for Quality Area 2

### Summary of strengths for Quality Area 2

#### Strengths

- The centre uses aspects of the Start Right Eat Right program to increase the awareness of healthy eating and to provide information to families on how to provide healthy choices for snacks and lunch.
- The centre follows DECD Right Bite procedures.
- Information for parents is detailed and is provided via newsletters, enrolment packs and displays.
- Healthy eating is promoted via programs of cooking, focus topics on keeping healthy.
- Educators model healthy eating practices with their own meals that are consumed at the centre.
- Children have extended opportunities to be involved in physical play both indoors and outdoors. The program and environment provides a variety of experiences to develop children's physical skills.
- Our daily routines provide times for active and quiet play, rest times.
- Hygiene procedures are developed and followed by educators and children.
- Regular hygiene practices are in place to ensure that all equipment and toys etc are clean.
- Emergency procedures are regularly practiced and recorded.
- Children with additional needs are provided with support to further develop and learn - through planning, working with families, accessing support services, resources.
- Action plans for all children with additional needs, including dietary are kept at the centre and shared with all educators.
- All educators have current first aid qualifications and update these when necessary.
- The centre has First Aid kits inside and outside which are regularly checked and meet workplace standards.
- Injury/incident reports are completed when required and parents are asked to sign these forms.
- The Director has access to the DECD Incident Response and Management System to record all notifiable incidents.
- All educators have current Responding to Abuse and Neglect training as part of their employment requirements and most educators have participated in Child Protection Curriculum training. Aspects of the CPC are integrated into the centre programmes and shared with families via newsletters.
- Safety checks are completed to identify potential hazards and risk assessments are completed use of equipment if required.
- Risk assessments are completed prior to excursions and for educational experiences outside of daily occurrences.
- DECD Business manager is used to record WHS requirements

## Key improvements sought for Quality Area 2

### Improvement Plan

Standard/ element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
2.2.2	Numerous part-time educators and larger numbers of children. We need to ensure all are familiar with procedures.	Emergency procedures to be practised ensuring all educators and children are familiar.	H	Plan practices for week 6 of each term. Practice on numerous days to ensure all educators and children are familiar.  Document practices and which educators and children were present.	All educators and children participating in practice each term, followed by reflection on process.	End Term 1	

## 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>	
Fir for purpose	Element 3.1.1	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
Upkeep	Element 3.1.2	Premises, furniture and equipment are safe, clean and well maintained.
<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, 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.

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

Standard/element	National Law (section) and National Regulations (regulation)	
3.2.3	section 168	Offence relating to required programs
3.2.3	regulation 73(2)(b)	Educational program is to contribute to the outcome that each child will be connected with and contribute to his or her world
3.1.1, 3.1.2	regulation 103	Premises, furniture and equipment to be safe, clean and in good repair
3.1.1	regulation 104	Fencing and security
3.2.1, 3.2.2	regulation 105	Furniture, materials and equipment
3.1.1, 3.1.2	regulation 106	Laundry and hygiene facilities
3.1.1	regulation 107	Space requirements—indoor
3.1.1	regulation 108	Space requirements—outdoor space
3.1.1, 3.1.2, 3.2.1	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, 3.1.2	regulation 112	Nappy change facilities
3.1.1, 3.2.1, 3.2.2	regulation 113	Outdoor space—natural environment
3.1.1	regulation 114	Outdoor space—shade
3.1.1	regulation 115	Premises designed to facilitate supervision

Standard/element	National Law (section) and National Regulations (regulation)	
3.1.1, 3.1.2	regulation 116	Assessments of family day care residences and approved family day care venues
3.1.1	regulation 117	Glass (additional requirement for family day care
3.1.1, 3.1.2	regulation 274 NSW	Swimming pools
3.1.1, 3.1.2	regulation 345 Tasmania	Swimming pool prohibition

## Quality Improvement Plan for Quality Area 3

### Summary of strengths for Quality Area 3

#### Strengths

- Educators and families work together to provide an environment that enhances a child's learning, is safe and welcoming.
- Regular working bees where educators and families work together to improve and maintain the outdoor area.
- Equipment is well maintained for health and safety reasons but also so that children have the opportunity to play with well-maintained and inviting equipment.
- Despite the age of the facilities, they are well maintained through DECD preventative maintenance and breakdown maintenance procedures; good cleaning and gardening practices.
- There are many natural environmental aspects to our grounds for the children to explore and investigate. Fruit and vegetables are grown and used in the centre program.
- We have a wonderful outdoor environment that encourages children to explore, take risks and provides opportunities for investigation, quiet reflection and active play.
- There is a worm farm and compost bin to encourage sustainable practices. Recycling is part of the program with recycling containers/bins available for all to use.
- The local community is a valuable 'extended' resource for the centre's physical environment. Walks to the park, school and local shops are taken regularly to explore the 'extended physical environment'.
- In 2014 a Butterfly Garden was developed in a dry unused area.

## Key improvements sought for Quality Area 3

### Improvement plan

Standard/ element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
3.2.3	The Centre has good sustainable practices, but educators want to extend children's learning by participating in further workshops and redeveloping our policies and procedures to further promote and support our practices.	Children understand the principals of sustainability and have an interest in gardening and healthy living.  The centre has consistent practices and can share these practices with others.	M	Children to continue planting and harvesting fruits and vegetables and care for the plants through the year.  Fruit and Vegetables to be used in the Educational program in cooking experiences.  Development of a Sustainable Practices policy and procedure.  Educators and children learn about sustainable practices together specifically gardening and healthy eating.	A productive garden that the children enjoy looking after and grow their own produce.  Children engaging in cooking experiences and trying new foods.  A Sustainable Practices Policy and procedure is in place and is promoted across the site and community.  Educators and children are involved in learning experiences that build mutual understandings o sustainable practices and our place in caring for the environment.	End Term 2	





## Quality Area 4: Staffing arrangements

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

### Quality Area 4: Standards and elements

Standard 4.1 Staffing arrangements enhance children's learning and development.		
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.

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

Standard/element	National Law (section) and National Regulations (regulation)	
4.1.1	section 161	Offence to operate education and care service without nominated supervisor
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 coordinators
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	regulations 119–120	Age and supervision requirements
4.2.2	regulation 117A–117C	Minimum requirements for a person in day-to-day charge, nominated supervisor and family day care educator
4.1.1, 4.1.2	regulations 121–124	Minimum number of educators required
4.1.1	regulations 125–128	Educational qualifications for educators
4.1.1, 4.1.2	regulations 129–135	Requirements for educators who are early childhood teachers
4.1	regulation 136	First aid qualifications
4.1.1	regulations 137–143	Approval and determination of qualifications
4.1.1, 4.1.2	regulation 144	Family day care educator assistant
4.1.1	regulations 145–152	Staff and educator records—centre-based services

Standard/element	National Law (section) and National Regulations (regulation)	
4.1.1	regulation 153	Register of family day care educators
4.1.1	regulation 154	Record of staff, family day care coordinators and family day care educator assistants
4.1.1, 4.1.2, 4.2.1, 4.2.2	regulation 168(2)(i)	Policies and procedures are required in relation to staffing including a code of conduct for staff members; determining the responsible person present at the service and the participation of volunteers and students on practicum placements.
4.2.1	regulation 169(2)(d)	Additional policies and procedures in relation to monitoring, support and supervision of family day care educators (family day care service)
4.2.1	regulation 169(2)(g)	Additional policies and procedures in relation to the provision of information, assistance and training to family day care educators (family day care service)
4.1.1	regulation 239	Centre-based service offering a preschool program in a composite class in a school
4.1.1	regulation 239A	Centre-based services in remote and very remote areas—attendance of early childhood teachers
4.1.1	regulation 240	Qualifications for educators (centre-based service)
4.1.1	regulation 241	Persons taken to hold an approved early childhood teaching qualification
4.1.1	regulation 242	Persons taken to be early childhood teachers
4.1.1	regulation 243	Persons taken to hold an approved diploma level education and care qualification
4.1.1	regulation 243A	Persons taken to hold an approved diploma level education and care qualification for regulation 128 in Queensland
4.1.1	regulation 244	Persons taken to hold an approved certificate III level education and care qualification
4.1.1	regulations 260-262 ACT	Children over preschool age – minimum number of educators and qualifications required

Standard/element	National Law (section) and National Regulations (regulation)	
4.1.1	regulations 266-267 ACT	Transitional provisions – staffing arrangements (centre-based services)
4.1.1	regulations 271-272 NSW	Minimum number of educators and qualifications and training required
4.1.1	regulation 278 NSW	Qualifications for primary contact staff members-saving
4.1.1	regulation 290 NT	General qualification requirements for educators – children over preschool age
4.1.1	Regulation 294 NT	Early childhood teacher – 60 or more children
4.1.1	regulation 385 ACT	Resignation of early childhood teacher

## Quality Improvement Plan for Quality Area 4

### Summary of strengths for Quality Area 4

<b>Strengths</b>	<ul style="list-style-type: none"><li>• The educators in rural care and kindergarten have been at the centre for several years and have developed good relationships with each other and with the community.</li><li>• We try to use regular relief staff to maintain children's feelings of comfort and security.</li><li>• All educators have appropriate qualifications for their positions. Two of the rural care educators have a Diploma in Children's Services. The teacher (Director) has a Bachelor in Early Childhood Education and the ECW educators in the preschool have either Certificate 3 or a Diploma of Children's services.</li><li>• All educators receive information about the DECD Code of Ethics with the induction packages and through DECD information sheets/newsletters and adhere to these standards.</li><li>• The ECA Code of Ethics is also supplied to all educators.</li></ul>
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## Key improvements sought for Quality Area 4

### Improvement plan

Standard/ element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
4.1.1	With the inclusion of the 2 worker program in Rural Care, Educators must ensure children booked in do not exceed Educator-to-child ratios.	Educator-to-child ratios are adhered to and bookings are made in accordance with them.	H	Ensure Educators are aware of ratios and how the 2 worker program runs.  Support Educators to familiarise themselves with the booking system and ages of children.	Educators adhere to educator-to-child ratios and ensure they are followed when making bookings.	End Term 1	
4.2.1	There are a number of new Educators working within the Centre. The formation of sound working relationships is essential to the effective implementation of the education and care program.	Educator's interactions to convey mutual respect, equity and recognition of each other's strengths and skills.	H	Educators will be encouraged to support each other and be open to others ideas.  Educators will share their perceived strengths and skills and support others if they require assistance in these areas.  Educators will be supported to build skills in conflict resolution and become confident in following the grievance procedure and resolving issues independently.	Educators communicating clearly, displaying mutual respect for each other and acknowledging colleagues strengths and skills.	End Term 2	

## Quality Area 5: Relationships with children

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

### Quality Area 5: Standards and elements

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



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

Standard/element	National Law (section) and National Regulations (regulation)	
5.1.2, 5.2.2	section 166	Offence to use inappropriate discipline
5.1.1, 5.2.1, 5.2.2	regulation 73	Educational program
5.2.1, 5.2.2	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
5.1.1, 5.1.2, 5.2.1, 5.2.2	regulation 155	Interactions with children
5.1.1, 5.1.2, 5.2.1, 5.2.2	regulation 156	Relationships in groups
5.1.1, 5.1.2, 5.2.1, 5.2.2	regulation 168(2)(j)	Policies and procedures are required in relation to interactions with children, including the matters set out in regulations 155 and 156

## Quality Improvement Plan for Quality Area 5

### Summary of strengths for Quality Area 5

<b>Strengths</b>	<ul style="list-style-type: none"><li>• The educators at this centre respect and value each child.</li><li>• The educators actively develop caring relationships with all children in their care.</li><li>• Educators use knowledge and information gathered from families to assist them in 'knowing' each child.</li><li>• All educators follow DECD procedures "Protective Practices for staff in their interactions with children and young people"</li><li>• All Educators attended introductory Circle of Security Training in 2017</li><li>• Educators at this centre engage in reflective practices for continuous improvement</li><li>• Children are supported to self-regulate in which educators are working together to secure.</li></ul>
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### Key improvements sought for Quality Area 5

#### Improvement plan

Standard/ element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
5.1.1	New children attending the Centre requires a focus on individualised planning, to support interactions and formation of relationships.	Children to form healthy attachments and relationships with educators, therefore allowing them to better engage with educators and engage in meaningful, open interactions that support the acquisition of skills for life and learning.	H	Educators will share their knowledge on children and strategies that have worked best to assist them.  Educators to form agreed practices for supporting individual children and to follow them collaboratively.  Educators to implement focus groups to plan specifically for and to form more secure relationships with children.  Children independence	Routines will be consistent across the Centre.  Children will show independence and secure attachments to educators.  Planning will show the focus on individual children's development.	End Term 2	



				<p>with everyday routines and skills to be a focus. Ensuring they are being supported to perform tasks and build on existing knowledge.</p> <p>Consistent routines across the Centre.</p>			
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## 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.

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

Standard/element	National Law (section) and National Regulations (regulation)	
6.1.2	section 168	Offence relating to required programs
6.1.3	section 172	Offence to fail to display prescribed information
6.1.3, 6.2.1	section 175	Offence relating to requirement to keep enrolment and other documents
6.1.1, 6.1.3	regulation 31	Condition on service approval – quality improvement plan
6.1.1, 6.1.2, 6.2.2, 6.2.3	regulation 73	Educational programs
6.1.2	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
6.1.3	regulation 75	Information about the educational program to be kept available
6.1.3, 6.2.2	regulation 76	Information about educational program to be given to parents
6.1.3	regulation 80	Weekly menu
6.1.1, 6.1.2, 6.1.3, 6.2.1	regulation 111	Administrative space (centre-based services)
6.1.2	regulation 155(e)	Interactions with children have regard to the family and cultural values, age, and physical and intellectual development and abilities of each child
6.1.1	regulation 157	Access for parents
6.1.1, 6.1.2	regulation 160	Child enrolment records to be kept by approved provider and family day care educator
6.2.1	regulation 168(2)(j)	Education and care service must have policies and procedures in relation to interactions with children
6.1.1	regulation 168(2)(k)	Policies and procedures are required in relation to enrolment and orientation

Standard/element	National Law (section) and National Regulations (regulation)	
6.1.3	regulation 171	Policies and procedures to be kept available
6.1.1, 6.1.3, 6.2.2	regulation 172	Notification of change to policies or procedures
6.1.3	regulation 173	Prescribed information is to be displayed
6.1.3	regulation 177	Prescribed enrolment and other documents to be kept by approved provider
6.1.3	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator
6.1.3	regulation 181	Confidentiality of records kept by approved provider
6.1.3	regulation 182	Confidentiality of records kept by family day care educator
6.1.3	regulation 183	Storage of records and other documents
6.1.2	regulation 274A NSW	Programs for children over preschool age
6.1.2	regulation 289A NT	Programs for children over preschool age
6.1.2	regulation 298A Qld	Programs for children over preschool age

## Quality Improvement Plan for Quality Area 6

### Summary of strengths for Quality Area 6

#### Strengths

- The centre has a Governing Council which involves families in the running of the centre including budgeting, maintenance of the learning environment and setting the priorities for improvement.
- The educators follow an induction procedure that allows families to become familiar with the service operation, educators and other children.
- Families are encouraged to be involved in the service through a variety of ways including special days, fundraising, working bees, social gatherings, Governing Council, input into the educational program, excursions and 'parent involvement rosters'
- Families are asked to share information about their child with staff to assist their settling at the service. Parents/guardians are encouraged to stay at the centre until they and their child are comfortable.
- The centre has strong links with support services for children with additional needs in both the RC and kindergarten. These services include Gowrie, DECD Support Services, CaFHS, Naracoorte Community Health. A written process is provided to families and followed by educators for the referral of children to support services.
- Many of the children who attend kindergarten use the school bus so communication with families is by phone, bus communication books, newsletters etc.
- Partnerships – We are part of the Tatiara Wrattonbully 2 Partnership. The Director attends regular meetings to develop and review the strategic plan for the partnership.
- Connections with the local school – we have many walks to the school to participate in their open day, shared reading day, visits to the Reception class and the Agricultural facilities. The Reception class also visits us at Kindy and have joined us for the performances. This connection is beneficial for both in terms of the social connections for the children, the support for educators development and financially as we are unable to cover the costs of some of the performances without additional funds. This connection will be further strengthened from 2015 as we continue to work together on the "Powerful Learners" project.
- Community events throughout the year that we participate in: Lucindale Show; Lucindale Field days; visit to local Emergency Services, Post office etc. Lucindale Area School open day; Book fair held at the centre where community members are invited to join us for a special book day
- Lucindale Field days – our small centre operates the Children' Activity Tent with a baby feed and change area and free activities for children. It is a welcome rest area for families. Up to 25000 people attend over the course of the 2 day event.
- All record of Family and community involvement is on display in the Kindergarten foyer.
- Surveys are used to gather information from families and the wider community. In 2014, surveys were distributed to families and the community for feedback on changing the centre name to Balharry Memorial Children's Centre to be more inclusive of both services. We had a great response from current and past families to this survey. The decision was made to work towards changing the name in 2015. Name officially changed in 2016.
- In 2016 Surveys were distributed to evaluate Playgroup. The feedback supported the existing structure and expectations.
- In 2016 families and community members were surveyed to gain interest in a 3 year Old Program being included in the Kindergarten. Families responded overwhelmingly that this would be great inclusion and identified the days, times and fees they would be happy with. This was implemented in 2017.

## Key improvements sought for Quality Area 6

### Improvement plan

Standard/ element	Identified Issue	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	Through Parent Opinion survey we will receive feedback on the needs for improvement in the way we engage families in the Centre programmes and children's learning	Improved ways of engaging families in the programme and children's learning	M	All educators to complete an online course of 4.5 hours-  Engaging families in the Early Childhood Development story (DECD provided)	Educators will develop their skills in responding and building relationships with families.  Parent opinion surveys and other feedback from families provide positive indications of how we are engaging families.	End Term 3	
6.1.3	Families are not familiar with community groups, support services, health services, etc. available to them and their children.	Improved lines of communication with families to enable sharing of information relevant to them and their child/ren.	H	Survey families to find out most effective means of communication for them.  Establish system to share information based upon family feedback.  Flyer outlining available support services included in enrolment packs and displayed at the Centre.	Families receiving information promptly and knowing how to access services.	End Term 2	



## 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 directions 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.

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

Standard/element	National Law (section) and National Regulations (regulation)	
7.1.2	section 12	Applicant must be fit and proper person (provider approvals)
7.1.2	section 13	Matters to be taken into account in assessing whether a fit and proper person (provider approvals)
7.1.2	section 21	Reassessment of fitness and propriety (provider approvals)
7.1.1	section 31	Condition on service approval—quality improvement plan
7.1.2	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
7.1.5	section 109	Matters to be taken into account in assessing whether fit and proper person
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, 7.1.3	section 163	Offence relating to appointment or engagement of family day care coordinators
7.1.2	section 164	Offence relating to assistance to family day care educators
7.1.2, 7.1.3	section 164A	Offence relating to the education and care of children by family day care service
7.1.3	section 165(2)	Offence to inadequately supervise children
7.1.3	section 166	Offence to use inappropriate discipline

Standard/element	National Law (section) and National Regulations (regulation)	
7.1.3	section 167(2)	Offence relating to protection of children from harm and hazards
7.1.3	section 167(3)	Offence relating to protection of children from harm and hazards
7.2.2	section 168	Offence relating to required programs
7.1.3	section 168(2)	Offence relating to required programs
7.1.2, 7.1.3	section 169	Offence relating to staffing arrangements
7.1.2	section 170	Offence relating to unauthorised persons on education and care service premises
7.1.3	section 170(3)	Offence relating to unauthorised persons on education and care service premises
7.1.3	section 170(4)	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, 7.1.3	section 174A	Family day care educator to notify certain information to approved provider
7.1.2	section 175	Offence relating to requirement to keep enrolment and other document
7.1.3	section 175(3)	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	regulation 16	Matters relating to criminal history
7.2.1	regulation 31	Condition on service approval-quality improvement plan
7.1.1, 7.2.1	regulation 55	Quality improvement plans

Standard/element	National Law (section) and National Regulations (regulation)	
7.1.1, 7.2.1	regulation 56	Review and revision of quality improvement plans
7.1.3	regulation 72	Offences in relation to giving false or misleading statements about ratings
7.2.2	regulation 73	Educational program
7.1.3	regulation 77(2-3)	Health, hygiene and safe food practices
7.1.3	regulation 78(2-3)	Food and beverages
7.1.3	regulation 79(2-3)	Service providing food and beverages
7.1.3	regulation 80(2-3)	Weekly menu
7.1.3	regulation 81(2-3)	Sleep and rest
7.1.3	regulation 82	Tobacco, drug and alcohol-free environment
7.1.3	regulation 83	Staff members and family day care educators not to be affected by alcohol or drugs
7.1.2, 7.1.3	regulation 84	Awareness of child protection law
7.1.2, 7.1.3	regulation 85	Incident, injury, trauma and illness policies and procedures
7.1.2	regulation 86	Notification to parents of incident, injury, trauma and illness
7.1.2, 7.1.3	regulation 87	Incident, injury, trauma and illness record
7.1.2	regulation 88	Infectious diseases
7.1.2, 7.1.3	regulation 89	First aid kits
7.1.2, 7.1.3	regulation 90	Medical conditions policy
7.1.2, 7.1.3	regulation 92	Medication record

Standard/element	National Law (section) and National Regulations (regulation)	
7.1.3	regulation 93(3-4)	Administration of medication
7.1.3	regulation 94(2)	Exception to authorisation requirement—anaphylaxis or asthma emergency
7.1.3	regulation 95(c)	Procedure for administration of medication
7.1.2, 7.1.3	regulation 97	Emergency and evacuation procedures
7.1.3	regulation 98	Telephone or other equipment
7.1.2, 7.1.3	regulation 99	Children leaving the education and care service premises
7.1.3	regulation 100	Risk assessment must be conducted before excursion
7.1.2	regulation 101	Conduct of risk assessment for excursion
7.1.3	regulation 102	Authorisation for excursions
7.1.2, 7.1.3	regulation 116	Assessments of family day care residences and approved family day care venues
7.1.3, 7.2.2	regulation 118	Educational leader
7.1.3	regulation 120A	Placing a person in day-to-day charge
7.1.2	regulations 117A-117C	Minimum requirements for persons in day-to-day charge, nominated supervisors and family day care educators
7.1.3	regulation 124	Number of children who can be educated and cared for—family day care educator
7.1.3	regulation 136	First aid qualifications
7.1.3	regulation 144	Family day care educator assistant
7.1.2	regulations 145-147	Staff and educator records – centre-based services
7.1.2, 7.2.2	regulation 148	Staff and educator records – centre based services - Educational Leader
7.1.2	regulations 149-152	Staff and educator records – centre-based services

Standard/element	National Law (section) and National Regulations (regulation)	
7.1.2	regulations 153-154	Register of family day care educators, coordinators and assistants
7.1.3	regulation 155	Interactions with children
7.1.3	regulation 157	Access for parents
7.1.2	regulations 158-162	Attendance and enrolment records
7.1.3	regulation 159	Children's attendance record to be kept by family day care educator
7.1.3	regulation 160	Child enrolment records to be kept by approved provider and family day care educator
7.1.3	regulation 161(2)	Authorisations to be kept in enrolment record
7.1.2	regulation 163-166	Residents at family day care residence and family day care educator assistants
7.1.3	regulation 164	Requirement for notice of new persons at residence
7.1.3	regulation 165(2)	Record of visitors
7.1.3	regulation 166(2)	Children not to be alone with visitors
7.1.2	regulation 167	Record of service's compliance
7.1.2, 7.1.3, 7.2.3	regulation 168	Education and care service must have policies and procedures
7.1.2, 7.1.3, 7.2.3	regulation 169	Additional policies and procedures—family day care service
7.1.2, 7.1.3	regulation 170	Policies and procedures to be followed
7.1.2, 7.1.3	regulation 171	Policies and procedures to be kept available
7.1.2	regulation 172	Notification of change to policies or procedures

Standard/element	National Law (section) and National Regulations (regulation)	
7.1.2	regulations 173-176A	Display and reporting of prescribed information
7.1.3	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator
7.1.3	regulation 179	Family day care educator to provide documents on leaving service
7.1.2, 7.1.3	regulation 180	Evidence of prescribed insurance
7.1.2	regulation 181	Confidentiality of records kept by approved provider
7.1.3	regulation 182	Confidentiality of records kept by family day care educator
7.1.2	regulations 183-184	Confidentiality and storage of records
7.1.2, 7.1.3	regulation 185	Law and regulations to be available
7.1.2	regulation 344 Tasmania	Safety screening clearance – 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

## Quality Improvement Plan for Quality Area 7

### Summary of Strengths

<b>Strengths</b>	<ul style="list-style-type: none"> <li>This centre has a strong commitment to continuous improvement and providing a quality service. This is evident in the review processes, improvement plans and evaluation of those plans by educators and families and reflective practices.</li> <li>The leadership supports the development of a learning curriculum for all – children, families and educators.</li> <li>The centre follows DECD procedures and policies to support practices and all educators have a commitment to these.</li> <li>The educators at this centre are very supportive of each other and believe in promoting a culture where all educators are valued.</li> <li>We have induction processes for educators which we regularly review. This may be at a time when new educators are beginning at the centre or when new information is provided by either DECD or ACECQA.</li> <li>All educators have access to the National Quality Standard and National Regulations to assist them in reviewing their practice and that of the site as a whole. All educators utilise reflective practices to review and update their practises and the QIP.</li> <li>Staff meetings are held regularly and all educators contribute to the development of the Quality Improvement Plan.</li> <li>The performance of educators is evaluated and individual development plans are in place to support performance improvement. These are reviewed as required by DECD policy.</li> <li>A list of qualified relievers is updated regularly, with educators from the surrounding areas approached for interest.</li> </ul>
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## Key improvements sought for Quality Area 7

### Improvement plan

Standard/element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
7.1.2	Archiving process to be reviewed with items due for disposal to have process followed to do so.	Archiving process established to follow DECD guidelines	L	Educators to attend training in DECD Records management Archiving system established. Ordering boxes, secure storage, registering records etc. Previous years archiving set up then work back	All records archived as required.	Term 4	Term 4 2016 Roanna and Kara attended Records Management Training.  <i>Term 1 2017            Archiving boxes ordered and received</i>



				through years sorting and deleting as required.			
7.2.1	The Centre is due for review. With new educators not familiar with the process.	Educators to review the current practices and become familiar with the process of review.	M	Follow review process provided by ACECQA	Educators familiar and process complete	End Term 3	