Rating Outcome Summary

Service Name	Epping North OSHCP
Service Approval Number	SE-00013791
Provider Name	Epping North Outside School Hours Care Program Inc.
Provider Approval Number	PR-00007990
Assessment & Rating Number	ASR-00020283
Assessment Type	Next Assessment
Assessment Visit Date(s)	04-09-2017 to 06-09-2017
Assessment Officer	Natalie Schultz
Endorsed By	Jane Gleeson
Report Status	DRAFT

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Contents

About this Rating Outcome Summary report

How to read this report

Overall Rating Summary

Quality Area 1: Educational program and practice

Quality Area 1: Ratings Summary

Quality Area 2: Children's health and safety

Quality Area 2: Ratings Summary

Quality Area 3: Physical environment

Quality Area 3: Ratings Summary

Quality Area 4: Staffing arrangements

Quality Area 4: Ratings Summary

Quality Area 5: Relationships with children

Quality Area 5: Ratings Summary

Quality Area 6: Collaborative partnerships with families and communities

Quality Area 6: Ratings Summary

Quality Area 7: Leadership and service management

Quality Area 7: Ratings Summary

DRAFT

About this *Rating Outcome Summary* report

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

This Rating Outcome Summary report includes the following:

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

You can use this information to assist you in:

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

How to read this document

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

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

A Quality Map of each Standard

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

Analysis notes of each Standard

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

Quality Improvement notes and resources

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

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

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Overall Rating Summary

Overall Rating	Meeting NQS

STD1.1	An approved learning framework informs the development of a curriculum that enhances each child's learning and development.	Meeting NQS
STD1.2	Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.	Meeting NQS
QA1	Educational program and practice	Meeting NQS
STD2.1	Each child's health is promoted.	Meeting NQS
STD2.2	Healthy eating and physical activity are embedded in the program for children.	Meeting NQS
STD2.3	Each child is protected.	Meeting NQS
QA2	Children's health and safety	Meeting NQS
STD3.1	The design and location of the premises is appropriate for the operation of a service.	Meeting NQS
STD3.2	The environment is inclusive, promotes competence, independent exploration and learning through play.	Meeting NQS
STD3.3	The service takes an active role in caring for its environment and contributes to a sustainable future.	Meeting NQS
QA3	Physical environment	Meeting NQS
STD4.1	Staffing arrangements enhance children's learning and development and ensure their safety and wellbeing.	Meeting NQS
STD4.2	Educators, co-ordinators and staff members are respectful and ethical.	Meeting NQS
QA4	Staffing arrangements	Meeting NQS
STD5.1	Respectful and equitable relationships are developed and maintained with each child.	Meeting NQS
STD5.2	Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.	Meeting NQS
QA5	Relationships with children	Meeting NQS
STD6.1	Respectful and supportive relationships with families are developed and maintained.	Meeting NQS
STD6.2	Families are supported in their parenting role and their values and beliefs about child rearing are respected.	Meeting NQS
STD6.3	The service collaborates with other organisations and service providers to enhance children's learning and wellbeing.	Meeting NQS
QA6	Collaborative partnerships with families and communities	Meeting NQS
STD7.1	Effective leadership promotes a positive organisational culture and builds a professional learning community.	Meeting NQS
STD7.2	There is a commitment to continuous improvement.	Meeting NQS
STD7.3	Administrative systems enable the effective management of a quality service.	Meeting NQS
QA7	Leadership and service management	Meeting NQS

Overall Summary Comments

Your service is acknowledged for its efforts to provide quality outcomes for children. The achievements in establishing and maintaining positive relationships with children and families are commended. The service is encouraged to continue with identified plans and it is recommended that the Quality Improvement Planning notes throughout this report be used to update your services QIP. In particular plan for enhanced outcomes in the areas of critical reflection for educators, access to natural resources, the promotion of environmental awareness, partnerships with the community and practices to support consistent educator performance appraisals.

Quality Area 1:Educational program and practice

STANDARD 1.1	An approved learning framework informs the development of a curriculum that enhances each child's learning and development.

Element	QUALITY MAP			Met or Not Met
1.1.1	Curriculum decision making sometimes supports children's learning and development outcomes.	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.	Curriculum decision making maximises each child's learning and development opportunities.	Met
1.1.2	The program sometimes draws upon children's current knowledge, ideas, culture, abilities and interests.	Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.	Each child's current knowledge, ideas, culture, abilities and interests are consistently incorporated and actively drive all aspects of the program.	Met
1.1.3	Aspects of the program, including routines, provide opportunities for children's learning.	The program, including routines, is organised in ways that maximise opportunities for each child's learning.	The program, including routines, is organised in ways that maximise each child's involvement and engagement in learning.	Met
1.1.4	General information about the program for children is available to families.	The documentation about each child's program and progress is available to families.	The documentation about each child's program and progress is available in an accessible format and opportunities are provided for discussion with families.	Met
1.1.5	Some supports are offered to children to participate in the program.	Every child is supported to participate in the program.	Every child is actively and consistently supported to engage in the program.	Met
1.1.6	Children's agency is sometimes considered and encouraged in helping them to make choices and decisions about their world.	Each child's agency is promoted, enabling them to make choices and decisions and influence events and their world.	Each child's agency is consistently considered and promoted, enabling them to make a range of choices and decisions to influence events and their world.	Met
1.1	An approved learning framework informs the development of a curriculum that enhances each child's learning and development.			Meeting NQS

STANDARD 1.1	Analysis Notes
Educators deliver a recreational program that considers children's interests and abilities and encourages them to interact, practice social skills and develop life skills.	

STANDARD 1.2	Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.

Element	QUALITY MAP			Met or Not Met
1.2.1	Children's learning and development is considered in some aspects of the planning process.	Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.	Assessment of each child's learning and development is part of an ongoing cycle of planning, documenting and evaluation. It is an interactive process that drives development of the program.	Met
1.2.2	Educators sometimes respond to children's ideas and play.	Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.	Educators consistently respond to children's ideas and play and intentional teaching is embedded within the program to scaffold and extend each child's learning.	Met
1.2.3	Some reflection on children's learning and development is considered in planning the program.	Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.	Critical reflection on children's learning and development, both as individuals and in groups, is consistently used to implement, review and revise the program.	Met
1.2	Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.			Meeting NQS

STANDARD 1.2	Analysis Notes
Educators use their knowledge of children to develop recreational programs.	

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Quality Area 1: Ratings Summary

STANDARD 1.1	An approved learning framework informs the development of a curriculum that enhances each child's learning and development.	Meeting NQS
STANDARD 1.2	Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.	Meeting NQS
Was there evidence that the education program being delivered is not based on the developmental needs, interests and experiences of each child and this poses an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service?		No
Provide Significant Improvement Required comments if 'YES' was selected above:		N/A
	QUALITY AREA 1 RATING	Meeting NQS

Quality Improvement Plan notes (optional)
The service may consider: - reviewing the concept of intentional teaching and considering opportunities to build upon children's experiences. - reflecting on educators understanding of critical reflection and implement further practices to use this to reflect on the program and children's learning. - investigating strategies to include experiences in the program that reflect children's culture. - supporting educators to further develop knowledge of the Learning Framework to be active and reflective in designing and developing the program. - how information is gathered from children regarding their interests and feedback about the program. - providing children for opportunities to choose experiences and activities they wish to participate in. - supporting children's agency within the program. - developing strategies to communicate and provide families with information about their children. - reflecting on service routines to ensure the needs of children are being met.

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Suggested Resources for Improvement
The following resource aims to support educators to engage in thinking about their work. The guide can also be used to support conversations as part of a regular cycle of team meetings. http://www.education.vic.gov.au/Documents/childhood/providers/edcare/practiceguide8.PDF The following resource suggests ways that educators can respond to children's complex ideas and questions with genuine interest and find ways to support children in being confident and involved learners through encouraging children to lead, investigate and resource their own learning. http://www.mytimeourplace.com.au/files/FS7_Intentionality.pdf The following resource describes how information about children can be gathered in ways that enable educators to analyse, plan and extend their learning in meaningful ways. http://www.earlychildhoodaustralia.org.au/nqsplp/wp-content/uploads/2013/05/NQS_PLP_E-Newsletter_No55.pdf Promoting independence and agency. http://www.earlychildhoodaustralia.org.au/nqsplp/wp-content/uploads/2013/10/NQS_PLP_E-Newsletter_No64.pdf

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Quality Area 2:Children's health and safety

STANDARD 2.1	Each child's health is promoted.

Element	QUALITY MAP			Met or Not Met
2.1.1	Information on children's health needs is available.	Each child's health needs are supported.	Each child's health needs are consistently supported, monitored and promoted.	Met
2.1.2	Opportunities for sleep, rest and relaxation are provided for children.	Each child's comfort is provided for and there are appropriate opportunities to meet each child's need for sleep, rest and relaxation.	Each child's comfort is provided for and there is a range of opportunities for both individuals and groups that effectively meet each child's need for sleep, rest and relaxation.	Met
2.1.3	Basic hygiene practices are implemented.	Effective hygiene practices are promoted and implemented.	Effective hygiene practices are actively and consistently promoted and embedded in the everyday program.	Met
2.1.4	Some steps are taken to control the spread of infectious diseases and to manage injuries and illness.	Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines.	Preventative steps are evident in controlling the incidence and spread of infectious diseases. In addition, the management of injuries and illness accords with recognised guidelines, and best practice regarding these issues is embedded in the everyday program.	Met
2.1	Each child's health is promoted.			Meeting NQS

STANDARD 2.1	Analysis Notes
Educators have implemented steps to ensure the health needs of children are promoted.	

STANDARD 2.2	Healthy eating and physical activity are embedded in the program for children.

Element	QUALITY MAP			Met or Not Met
2.2.1	Food and drinks provided by the service are nutritious.	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.	Food and drinks provided by the service are nutritious and appropriate for each child. Healthy eating is consistently and actively promoted and embedded in the everyday program.	Met
2.2.2	There are opportunities for children to participate in physical activity.	Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.	Physical activity that builds on children's interests and development is embedded in all aspects of the program.	Met
2.2	Healthy eating and physical activity are embedded in the program for children.			Meeting NQS

STANDARD 2.2	Analysis Notes
Educators have a positive attitude towards health and wellbeing and physical activity is a regular planned experience.	

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STANDARD 2.3	Each child is protected.

Element	QUALITY MAP			Met or Not Met
2.3.1	The service is working towards ensuring children are adequately supervised at all times. This does not pose an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service.	Children are adequately supervised at all times.	Children are effectively supervised at all times and educators are attuned to the needs of all children to ensure each child's safety and wellbeing.	Met
2.3.2	The service is working towards ensuring that every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury. This does not pose an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service.	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.	Effective steps are taken to identify and manage risks and the precautions taken to protect children from hazards and harm reflect best practice.	Met
2.3.3	Plans are in place, practised and implemented to manage incidents and emergencies.	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.	Plans to effectively manage incidents and emergencies are developed and reviewed in consultation with relevant authorities. Strategies are regularly practised and implemented effectively.	Met
2.3.4	The approved provider has advised the nominated supervisor, educators and staff members who work with children of the existence of child protection law and any relevant obligations.	Educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect.	Educators, co-ordinators and staff members understand their roles and responsibilities in accordance with relevant child protection legislation and they actively raise family and community awareness of child protection issues.	Met
2.3	Each child is protected.			Meeting NQS

STANDARD 2.3	Analysis Notes
Educators are aware of their responsibilities to ensure children are safe and protected.	

Quality Area 2: Ratings Summary

STANDARD 2.1	Each child's health is promoted.	Meeting NQS
STANDARD 2.2	Healthy eating and physical activity are embedded in the program for children.	Meeting NQS
STANDARD 2.3	Each child is protected.	Meeting NQS
Was there evidence that practices and procedures pose an unacceptable risk to the safety, health and wellbeing of any child or children being educated and cared for by the service for any of the areas: 1. adequate supervision, or 2. taking every reasonable precaution to protect children from harm and hazards, or 3. health and hygiene, or 4. food handling and food preparation, or 5. safe drinking water and food, or 6. the environment is tobacco, drug and alcohol free, or 7. preventing the spread of infectious disease, or 8. managing children's medical conditions, or 9. administering medications, or 10. managing emergencies, or 11. managing excursions, or 12. collection of children from the service		No
Provide Significant Improvement Required comments if 'YES' was selected above:		N/A
	QUALITY AREA 2 RATING	Meeting NQS

Quality Improvement Plan notes (optional)
The service may consider: - ensuring documents identifying hazards and potential risks to children are developed when required. - ensure children's hygiene practices are supported and their needs are managed in accordance with relevant legislation and guidelines. - reviewing emergency procedures in partnership with recognised authorities. - strategies to ensure water is available to children at all times.

Suggested Resources for Improvement
The following resource explains how Work Health and Safety legislation underpins a quality learning environment and the way in which health and safety practices can protect the wellbeing of educators, children, families and visitors to the service. http://www.ipsplibrary.net.au/ The following resource encourages education and care services to consider emergency situations within the local contexts. This resource supports services to be well prepared for emergency situations and develop action plans using local and state-based resource agencies. http://www.cscentral.org.au/Resources/managing-emergency-situations.pdf

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Quality Area 3:Physical environment

STANDARD 3.1	The design and location of the premises is appropriate for the operation of a service.

Element	QUALITY MAP			Met or Not Met
3.1.1	The service is working towards ensuring outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose. This does not pose an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service.	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.	All outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources provide a stimulating learning and care environment for children.	Met
3.1.2	Premises, equipment and furniture are safe, clean and in good repair.	Premises, furniture and equipment are safe, clean and well maintained.	All premises, furniture and equipment are safe, clean and well maintained and enhance the learning environment for children.	Met
3.1.3	Facilities are designed or adapted to allow access and participation by children.	Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space.	Facilities are designed or adapted to ensure active participation by every child in the service and promote flexible use and interaction between indoor and outdoor space at all times.	Met
3.1	The design and location of the premises is appropriate for the operation of a service.			Meeting NQS

STANDARD 3.1	Analysis Notes
The service has created an environment that is suitable for school aged children providing them with choices to move independently to access a variety of areas.	

STANDARD 3.2	The environment is inclusive, promotes competence, independent exploration and learning through play.

Element	QUALITY MAP			Met or Not Met
3.2.1	The configuration of outdoor and indoor spaces provides children with some opportunities to engage in activities.	Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.	Outdoor and indoor spaces are designed and effectively organised to engage every child in quality experiences involving the built and natural environments. The spaces provide the flexibility to respond to children's individual needs, development, self-initiated play and exploration.	Met
3.2.2	Resources, materials and equipment are developmentally appropriate, sufficient in number and available to children.	Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the program and allow for multiple uses.	Resources, materials and equipment are sufficient in number, organised in ways that extend every child's participation in the program and are consistently used in numerous ways.	Met
3.2	The environment is inclusive, promotes competence, independent exploration and learning through play.			Meeting NQS

STANDARD 3.2	Analysis Notes
Educators provide an environment that caters for school aged children supporting them to participate in a variety of experiences.	

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STANDARD 3.3	The service takes an active role in caring for its environment and contributes to a sustainable future.

Element	QUALITY MAP			Met or Not Met
3.3.1	Some consideration is given to sustainable practices in service operations.	Sustainable practices are embedded in service operations.	Sustainable practices are embedded in service operations and consistently promoted in the everyday program.	Met
3.3.2	Some information is provided to children about environmental responsibility.	Children are supported to become environmentally responsible and show respect for the environment.	Children are actively involved in being environmentally responsible and supported to continue this involvement within the program and in the broader community.	Met
3.3	The service takes an active role in caring for its environment and contributes to a sustainable future.			Meeting NQS

STANDARD 3.3	Analysis Notes
The service has developed positive attitudes towards implementing sustainable practices.	

DRAFT

Quality Area 3: Ratings Summary

STANDARD 3.1	The design and location of the premises is appropriate for the operation of a service.	Meeting NQS
STANDARD 3.2	The environment is inclusive, promotes competence, independent exploration and learning through play.	Meeting NQS
STANDARD 3.3	The service takes an active role in caring for its environment and contributes to a sustainable future.	Meeting NQS
Was there evidence that there is systematic and ongoing failure to ensure that: 1. the premises (including outdoor play spaces), furniture or equipment are safe and in good repair, or 2. there is sufficient furniture, materials and developmentally appropriate equipment for each child, or 3. indoor or outdoor space requirements are met and this failure poses an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service.		No
Provide Significant Improvement Required comments if 'YES' was selected above:		N/A
	QUALITY AREA 3 RATING	Meeting NQS

Quality Improvement Plan notes (optional)
The service may consider: - Including plants in the space for children to access. - including natural features and loose parts play for children to incorporate in their activities. - reviewing practices within the current routine and staffing arrangements to ensure children are able to participate in both the indoor and outdoor environment at all times. - extending practices towards sustainability and environmental awareness and responsibility. - increasing children's awareness of and access to additional resources.

Suggested Resources for Improvement
The following resource "explores the possibilities can be realised in a program where children move freely between playrooms and the indoor and outdoor spaces." http://www.earlychildhoodaustralia.org.au/nqsplp/wp-content/uploads/2012/05/NQS_PLP_E-Newsletter_No30.pdf The following resource demonstrates how effective and stimulating environments can be set up using a variety of materials, particularly natural materials. http://bookshop.fka.com.au/home-page/inviting-play-inviting-play-revised-edition-2011.html Loose Parts Play. http://www.aneverydaystory.com/3013/03/05/the-theory-of-loose-parts/ The following resource describes how educators can use existing space, materials and resources to provide quality inclusive play opportunities and learning experiences for children. It also provides low cost ideas and suggestions for making the environment more engaging. http://www.ipsplibrary.net.au/ The following resource is designed to assist staff of OSHC services provide eco-friendly activities for children. It includes practical advice on all aspects of good environmental practice. http://networkofcommunityactivities.org.au/publications/network-books-and-videos/ The following resource is an audit tool designed to assist services to consider sustainability and environmental responsibility as practices in each of the Quality Areas in the National Quality Standard are reviewed, and a Quality Improvement Plan is developed. http://www.eceen.org.au/index.asp The following resource encourages educators to engage in deeper thinking about how we live and how we work with children and families in the interests of long-term survival for the Earth. http://www.earlychildhoodaustralia.org.au/our-publications/research-practice-series/research-practice-series-index/2014-issues/ways-thinking-acting-relating-sustainability/

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Quality Area 4:Staffing arrangements

STANDARD 4.1	Staffing arrangements enhance children's learning and development and ensure their safety and wellbeing.

Element	QUALITY MAP			Met or Not Met
4.1.1	The service is working towards ensuring educator-to-child ratios and qualification requirements are maintained at all times. This does not pose an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service.	Educator-to-child ratios and qualification requirements are maintained at all times.	Educator-to-child ratios and qualification requirements are maintained at all times, and the organisation of educators contributes to a high quality learning and care environment for children.	Met
4.1	Staffing arrangements enhance children's learning and development and ensure their safety and wellbeing.			Meeting NQS

STANDARD 4.1	Analysis Notes
The service has access to staff to ensure the recommended ratio is maintained at all times.	

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STANDARD 4.2	Educators, co-ordinators and staff members are respectful and ethical.

Element	QUALITY MAP			Met or Not Met
4.2.1	Professional standards are sometimes evident.	Professional standards guide practice, interactions and relationships.	Professional standards are embedded in practice, interactions and relationships and this promotes positive relationships, and a safe and predictable environment both for children and adults.	Met
4.2.2	Educators and staff generally work collaboratively.	Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships.	Educators and staff consistently demonstrate a high level of collaboration. They affirm, challenge, support and learn from each other to continually improve skills to enhance practice and relationships.	Met
4.2.3	Interactions convey recognition of each other's strengths and skills.	Interactions convey mutual respect, equity and recognition of each other's strengths and skills.	Interactions consistently demonstrate mutual respect, equity and recognition of each other's strengths and skills, promoting a positive atmosphere within the service.	Met
4.2	Educators, co-ordinators and staff members are respectful and ethical.			Meeting NQS

STANDARD 4.2	Analysis Notes
Educators demonstrate a respectful relationship with each other.	

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Quality Area 4: Ratings Summary

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

Quality Improvement Plan notes (optional)
The service may consider: - reflecting on opportunities to strengthen skill development and team reflection. - recording professional conversations to strengthen service practices. - opportunities to strengthen skill development and team reflection. - review staffing arrangements and completion of tasks to ensure they contribute to a high quality learning and care environment.

Suggested Resources for Improvement
The following resource encourages services to develop a culture of ongoing quality improvement by putting educators ideas and practices 'under the microscope' and questioning everything. The fact sheet includes suggestions for the educational leader to ensure that all educators can contribute to professional discussions. http://www.mytimeourplace.com.au/files/FS4_ReflectiveDiscussion.pdf The following resource describes the way staffing arrangements affect all aspects of a service, including the relationships and general

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wellbeing of children, families and educators.
http://www.earlychildhoodaustralia.org.au/nqsplp/wp-content/uploads/2012/05/NQS_PLP_E-Newsletter_No32.pdf

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Quality Area 5:Relationships with children

STANDARD 5.1	Respectful and equitable relationships are developed and maintained with each child.

Element	QUALITY MAP			Met or Not Met
5.1.1	Interactions with children are usually warm, respectful and sometimes responsive and build trust.	Interactions with each child are warm, responsive and build trusting relationships.	Interactions with each child are consistently warm, responsive and build trusting relationships that promote children's sense of security and belonging.	Met
5.1.2	Children are usually able to engage with educators in meaningful and open interactions.	Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.	Every child is consistently encouraged and supported to engage with educators in meaningful, open interactions that enhance the acquisition of skills for life and learning.	Met
5.1.3	Children are usually helped to feel secure, confident and included.	Each child is supported to feel secure, confident and included.	Each child is consistently included and involved in the program and displays confidence and security.	Met
5.1	Respectful and equitable relationships are developed and maintained with each child.			Meeting NQS

STANDARD 5.1	Analysis Notes
Educators display warm and supportive relationships with children.	

DRAFT

STANDARD 5.2	Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.

Element	QUALITY MAP			Met or Not Met
5.2.1	Children are supported to work with others.	Each child is supported to work with, learn from and help others through collaborative learning opportunities.	Collaborative learning opportunities are effectively facilitated and every child is consistently supported to work with, learn from and help others.	Met
5.2.2	Children are usually supported to manage their own behaviour and respond to others.	Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.	Each child is consistently encouraged and supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.	Met
5.2.3	The service is working towards ensuring the dignity and rights of every child are maintained at all times. This does not pose an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service.	The dignity and rights of every child are maintained at all times.	The dignity and rights of every child are consistently supported and promoted at all times.	Met
5.2	Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.			Meeting NQS

STANDARD 5.2	Analysis Notes
Educators provide an environment that supports children to develop and maintain relationships with peers.	

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Quality Area 5: Ratings Summary

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

Quality Improvement Plan notes (optional)
The service may consider: - implementing strategies where children take responsibility for appropriate processes within the daily routine. - exploring the UN Conventions on the Rights of the Child and forming ideas with educators on methods to meaningfully promote the dignity and rights of every child. - researching ways to support children to develop assertiveness and to handle situations that involve conflict. - seek strategies and training to support educator to encourage children to listen and respond appropriately to directions.

Suggested Resources for Improvement
The following resource emphasise the importance of children's rights and our responsibility as adults to hear their voices. This resource offers strategies educators can use to ensure the inclusion of children's perspectives in everyday decisions. http://www.pademelonpress.com.au/social-development/seen-heard.html The following resource describes for children and young people some of the major issues covered by the UN Convention on the Rights

of the Child and links these to particular articles in the Convention.
http://www.ncylc.org.au/croc/what.html

The following resource identifies the essential building blocks for children; and shows how parents and carers can teach these skills to assist children to develop assertiveness, reduce anxiety and handle situations involving conflict.
http://www.earlychildhoodaustralia.org.au/shop/product/getting-on-with-others-how-to-teach-your-child-essential-social-skills/

Guiding children towards positive and responsible behaviour.
www.education.vic.gov.au/Documents/childhood/providers/regulation/guidchildbeha.pdf

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Quality Area 6:Collaborative partnerships with families and communities

STANDARD 6.1	Respectful and supportive relationships with families are developed and maintained.

Element	QUALITY MAP			Met or Not Met
6.1.1	An enrolment and orientation process is available to families.	There is an effective enrolment and orientation process for families.	There is an effective enrolment and orientation process based on active communication, consultation and collaboration with families that supports all families.	Met
6.1.2	Families have some opportunities to be involved in service decisions.	Families have opportunities to be involved in the service and contribute to service decisions.	Families are offered a range of opportunities to be actively involved and are encouraged to significantly contribute to service decisions.	Met
6.1.3	Some information about the service is available.	Current information about the service is available to families.	Comprehensive and current information about the service is provided to families in an accessible format.	Met
6.1	Respectful and supportive relationships with families are developed and maintained.			Meeting NQS

STANDARD 6.1	Analysis Notes
Educators work to develop respectful and supportive relationships with families.	

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STANDARD 6.2	Families are supported in their parenting role and their values and beliefs about child rearing are respected.

Element	QUALITY MAP			Met or Not Met
6.2.1	The expertise of families is acknowledged.	The expertise of families is recognised and they share in decision-making about their child's learning and wellbeing.	The expertise of families is actively sought and valued and they have the opportunity to share in decision-making about their child's learning and wellbeing and contribute to the service program.	Met
6.2.2	Some information about community services is available to families.	Current information is available to families about community services and resources to support parenting and family wellbeing.	Current information about community services and resources is provided in a variety of accessible forms to all families to support parenting and family wellbeing.	Met
6.2	Families are supported in their parenting role and their values and beliefs about child rearing are respected.			Meeting NQS

STANDARD 6.2	Analysis Notes
Educators provide opportunities for families to contribute to the program and have provided some information to support parenting and family wellbeing.	

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STANDARD 6.3	The service collaborates with other organisations and service providers to enhance children's learning and wellbeing.

Element	QUALITY MAP			Met or Not Met
6.3.1	Some information from relevant community and support agencies is sourced.	Links with relevant community and support agencies are established and maintained.	Links with relevant community and support agencies are well established and maintained consistently.	Met
6.3.2	Learning and transitions for children are sometimes supported.	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.	Continuity of learning and transitions for each child are systematically promoted by sharing relevant information, clarifying responsibilities and building collaborative strategies with relevant stakeholders.	Met
6.3.3	There is some access to inclusion and support assistance.	Access to inclusion and support assistance is facilitated.	Inclusion and support assistance is consistently facilitated, ensuring each child is able to participate fully in the program.	Met
6.3.4	The service has some involvement in their local community.	The service builds relationships and engages with their local community.	The service establishes effective relationships and actively engages with their local community.	Met
6.3	The service collaborates with other organisations and service providers to enhance children's learning and wellbeing.			Meeting NQS

STANDARD 6.3	Analysis Notes
Relationships with some community and support agencies have been established and it is recommended that the service builds upon these to strengthen children's learning and wellbeing.	

Quality Area 6: Ratings Summary

STANDARD 6.1	Respectful and supportive relationships with families are developed and maintained.	Meeting NQS
STANDARD 6.2	Families are supported in their parenting role and their values and beliefs about child rearing are respected.	Meeting NQS
STANDARD 6.3	The service collaborates with other organisations and service providers to enhance children's learning and wellbeing.	Meeting NQS
Was there evidence that the role of parents and families is not respected and supported due to a failure to: 1. provide adequate information to families about the child or the service, or 2. ensure that a parent has access to their child, or 3. have adequate enrolment procedures and records (health, needs, abilities) and this poses an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service.		No
Provide Significant Improvement Required comments if 'YES' was selected above:		N/A
	QUALITY AREA 6 RATING	Meeting NQS

Quality Improvement Plan notes (optional)
The service may consider: - developing a directory of community services and resources to be available for families to independently access materials. - exploring further opportunities for families to review service policies, the philosophy and QIP and methods to maintain evidence of their feedback. - building support networks for children, families and the service itself by developing relationships with other organisations and services in the local community. - investigating further ways to engage with and explore the cultures represented in the community. - create opportunities for families to share learning goals for their children.

- reviewing the enrolment and orientation processes including consultation and collaboration with families to identify how these procedures meet their needs.
-strategies to provide all families, especially those not involve with the committee, with information about the service and decisions.

Suggested Resources for Improvement
The following resource describes a number of formal and informal ways that families can be involved in service management. This fact sheet also includes strategies for promoting and encouraging this involvement. http://www.ipsplibrary.net.au/ The following resource describes the way in which collaborative conversations between educators and families build a more complete picture of children's interests, needs and learning. http://www.earlychildhoodaustralia.org.au/nqsplp/wp-content/uploads/2013/11/NQS_PLP_E-Newsletter_No68.pdf The following resource suggest that strong links with the local community provide educators with invaluable information and resources. Educators are also better able to understand the children and families with whom they work and better able to provide experiences that are relevant and meaningful. http://www.earlychildhoodaustralia.org.au/nqsplp/wp-content/uploads/2012/11/NQS_PLP_E-Newsletter_No47.pdf The following resource includes strategies for creating a harmonious cultural environment in OOSH by enhancing relationships and building networks with the community.This resource Includes multicultural programming ideas and festivals. http://networkofcommunityactivities.org.au/publications/network-books-and-videos/

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Quality Area 7:Leadership and service management

STANDARD 7.1	Effective leadership promotes a positive organisational culture and builds a professional learning community.

Element	QUALITY MAP			Met or Not Met
7.1.1	The service is working towards ensuring appropriate governance arrangements are in place to manage the service. This does not pose an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service.	Appropriate governance arrangements are in place to manage the service.	Well-established governance arrangements, which are regularly reviewed, contribute to the effective management of the service.	Met
7.1.2	Procedures for the induction of educators, co-ordinators and staff are in place.	The induction of educators, co-ordinators and staff members is comprehensive.	The induction of educators, co-ordinators and staff is comprehensive and contributes to sustained quality relationships and environments that facilitate children's learning and development.	Met
7.1.3	Some efforts are made to maintain continuity of educators and co-ordinators at the service.	Every effort is made to promote continuity of educators and co-ordinators at the service.	Effective processes are in place to consistently achieve continuity of educators and co-ordinators resulting in the establishment and maintenance of secure relationships with children.	Met
7.1.4	Provision is made to ensure a suitably qualified educator or co-ordinator leads the development of the curriculum.	Provision is made to ensure a suitably qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning.	A suitably qualified and experienced educator or co-ordinator consistently leads the effective development of the curriculum, and ensures the establishment of clear goals and high expectations for teaching and learning.	Met
7.1.5	N/A	Adults working with children and those engaged in management of the service or residing on the premises are fit and proper.	N/A	Met
7.1	Effective leadership promotes a positive organisational culture and builds a professional learning community.			Meeting NQS

STANDARD 7.1	Analysis Notes
The service promotes a positive atmosphere and there are established systems to effectively manage the operations of the service.	

STANDARD 7.2	There is a commitment to continuous improvement.

Element	QUALITY MAP			Met or Not Met
7.2.1	A statement of philosophy is developed and sometimes guides the service's operations.	A statement of philosophy is developed and guides all aspects of the service's operations.	A statement of philosophy is regularly reviewed by educators and staff and is consistently evident in all aspects of the service's operations.	Met
7.2.2	The performance of educators, co-ordinators and staff members is sometimes evaluated.	The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement.	Regular evaluation of the performance of educators, co-ordinators and staff members leads to individual development plans that provide a focus for continuous performance improvement.	Met
7.2.3	Some self-assessment occurs and a quality improvement plan is in place.	An effective self-assessment and quality improvement process is in place.	All educators, co-ordinators, staff members, and where possible, families and children contribute to an effective self-assessment and quality improvement process that promotes ongoing service improvement.	Met
7.2	There is a commitment to continuous improvement.			Meeting NQS

STANDARD 7.2	Analysis Notes
The service conducts an annual appraisal process but a deeper evaluation of individual development plans would be effective to support educators professional development and the achievement of identified goals.	

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STANDARD 7.3	Administrative systems enable the effective management of a quality service.

Element	QUALITY MAP			Met or Not Met
7.3.1	The service is working towards ensuring records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements. This does not pose an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service.	Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements.	Records and information are regularly reviewed, stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements.	Met
7.3.2	Administrative systems are in place to facilitate service operation.	Administrative systems are established and maintained to ensure the effective operation of the service.	Well-managed administrative systems ensure effective operation of the service and contribute to continuous service improvement.	Met
7.3.3	N/A	The Regulatory Authority is notified of any relevant changes to the operation of the service, of serious incidents and any complaints which allege a breach of legislation.	N/A	Met
7.3.4	Basic processes are in place to investigate and respond to grievances and complaints.	Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner.	Effective practice and consultation processes minimise escalation of grievances and complaints. Any grievances and complaints are actively addressed, investigated fairly, resolved and documented in a timely manner. Action taken by the service contributes to continuous improvement.	Met
7.3.5	Some service practices are based on documented policies and procedures that are available at the service.	Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.	Service practices are based on effectively documented policies and procedures that are readily available at the service and reviewed and evaluated regularly in partnership with educators, co-ordinators, staff members and families.	Met
7.3	Administrative systems enable the effective management of a quality service.			Meeting NQS

STANDARD 7.3	Analysis Notes
The organisation has established systems and processes that support the management of the service.	

Quality Area 7: Ratings Summary

STANDARD 7.1	Effective leadership promotes a positive organisational culture and builds a professional learning community.	Meeting NQS
STANDARD 7.2	There is a commitment to continuous improvement.	Meeting NQS
STANDARD 7.3	Administrative systems enable the effective management of a quality service.	Meeting NQS
Was there evidence that: 1. there are serious concerns about the fitness and propriety of the approved provider and processes for ensuring that staff, primary nominee and co-ordinators are fit and proper, or 2. the approved provider has breached a condition on the service approval which poses an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service, or 3. the Regulatory Authority is not satisfied that the service is being operated in compliance with the National Law and poses an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service, or 4. there is systematic and ongoing failure to: a. address grievances and complaints, or b. requirements regarding policies and procedures, or c. requirements regarding information and record keeping, or d. notify the Regulatory Authority of relevant changes to the operation of the service, serious incidents and any complaints which allege a breach of the Law and any of a to d (of the above) poses an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service.		No
Provide Significant Improvement Required comments if 'YES' was selected above:		N/A
	QUALITY AREA 7 RATING	Meeting NQS

Quality Improvement Plan notes (optional)
The service may consider: - reflect on current procedures to review service policies to ensure educators and families have an effective opportunity to review and provide feedback. - maintaining evidence that the QIP has been reviewed in consultation with educators and families. - ensuring regular and consistent processes are implemented to reflect on all educators performance and goals.

- building upon strategies for the Educational Leader to support educators at the service in sharing experiences and learning from each other.
- how the educational leader could further support educators by leading professional discussions, training, mentoring.
- review requirements for making notifications to the Regulatory Authority as required.
- review administrative systems to ensure effective operation of the service and ways they may contribute to continuous service improvement.

Suggested Resources for Improvement
The following resource encourages services to regard their QIP as a dynamic evolving document that should be continuously reviewed, adapted and updated in consultation with families. http://www.earlychildhoodaustralia.org.au/nqsplp/wp-content/uploads/2013/03/NQS_PLP_E-Newsletter_No51.pdf The following resource suggests ways of collecting information about how the service is operating and using it to guide plans for improvement. http://networkofcommunityactivities.org.au/wp-content/uploads/2013/08/31evaluation.pdf Learning and growing through professional development. http://www.cscentral.org.au?Resources/PSCAPD_Resource.pdf The following resource provides strategies to ensure that everyone in the service is fully informed and the policies in place and understands the importance of consistent implementation. http://www.ipsplibrary.net.au/ Policy review: How to develop and update policies successfully. http://www.ecrh.edu.au/docs/default-source/resources/ipsp/how-to-develop-and-update-policies-successfully-(without-thestress).pdf?sfvrsn=6 ACECQA Information Sheet: The role of the educational leader. http://files.acecqa.gov.au/files/Information_Sheets/TheRoleOfTheEducationALLeader.pdf Leading excellent pedagogy and practice in children's services. http://files.acecqa.gov.au/files/QualityInformationSheets/QualityArea7/WFCPosterExploringTheRoleOfEdLeader.pdf

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