Holy Name Early Learning and Care Centre Carlisle

Quality Improvement Plan
2018

Holy Name - Service details

Service name	Service approval number
Holy Name Early Learning and Care Centre	SE-00013733

Primary contacts at service	
Lisa Bevan Kylie Young	

Physical location of service		**Physical location contact details**	
Street	25 Marchamley place	Telephone	93667401
Suburb	Carlisle	Mobile	-
State/territory	WA	Fax	-
Postcode	6101	Email	Holy.Name@cathednet.wa.edu.au

Approved Provider		**Nominated Supervisor**	
Primary contact	Fran Italiano	Name	Lisa Bevan
Telephone	63805146	Telephone	93667401
Mobile	-	Mobile	-
Fax	-	Fax	-
Email	Fran.italiano@cewa.edu.au	Email	lisa.bevan@cewa.edu.au

Postal address (if different to physical location of service)			
Street	50 Ruislip street	State/territory	WA
Suburb	Leederville	Postcode	6008

Holy Name - Operating hours

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	6.30am	6.30am	6.30am	6.30am	6.30am	NA	NA
Closing time	6pm	6pm	6pm	6pm	6pm	NA	NA

Additional information

The Centre closes for two weeks during the Christmas period. We close for 2018 on the 22nd of December and reopen on the 8th of January 2019.

The children grouped as follows:

Babies 0-16 months

Toddlers 16 months -2.2years

Juniors- 2.2-3 years

Kindy 3 onwards

OSHC - 4 years onwards (first year of school)

The name and position of person responsible for submitting this Quality Improvement Plan is:

Lisa Bevan – Centre Manager/Nominated Supervisor

Holy Name - Statement of Philosophy (updated 2018)

1. Educational Programme and practice

At Holy Name we honour the uniqueness of each child through our play-based program. The program includes a balance of child and adult initiated

Learning experiences where educators work alongside children.

2. Children's health and safety

We believe it is important to create a safe, secure environment for the children in our care. Educators ensure they have a sound understanding of each child and the context in which they live. They use this information, together with their profession knowledge and skills to ensure that the needs of the child are met.

3. Physical Environment

Our program enables children to experience the joy and wonder of the natural world that God created. We believe that connecting children with the environment fosters holistic development and creates respect for the natural world.

4. Staffing arrangements

Staff are active learners and constantly strive for professional development. They work collaboratively as a team to support and learn from each other and to develop positive interactions and relationships.

5. Relationships with children

We believe that each child is a precious and sacred gift from God and we treat them with the dignity and respect that God intended. We support children to develop a sense of love and respect for themselves and others, by supporting the development of meaningful relationships based on Gospel values.

6. Collaborative partnerships with families and communities

We recognise families as children's first and foremost educators. Our program allows each child to develop their unique capacities and build upon their strengths, competencies and interests. We believe that our service should be grounded in our local community and reflect the history, culture, language And traditions of the community. We provide regular opportunities to honour the family's role by encouraging them to share their family values, knowledge and experience.

7. Leadership and service management

All practices at the Centre are based on the policies and procedures of Holy Name. We use self-reflection and assessment processes in Centre operations to ensure that practices are reviewed and continuously improving.

Quality Area 1: Educational program and practice

Quality Area 1: Standards and elements

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

National Law and National Regulations underpinning Quality Area 1

National Law and National Regulations		Associated element
Section 51(1)(b)	Conditions on service approval (educational and developmental needs of children)	1.1.1
Section 168	Offence relating to required programs	1.1.1, 1.1.2

National Law and National Regulations		Associated element
Regulation 73	Educational program	1.1.1
Regulation 74	Documenting of child assessments or evaluations for delivery of educational program	1.3.1
Regulation 75	Information about educational program to be kept available	1.3.3
Regulation 76	Information about educational program to be given to parents	1.3.3
Regulation 274A NSW	Programs for children over preschool age	1.3.1
Regulation 289A NT	Programs for children over preschool age	1.3.1
Regulation 298A Queensland	Programs for children over preschool age	1.3.1

Improvement Plan for Quality Area 1

Summary of strengths for Quality Area 1

Strengths	**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, and confidence as learners and effectiveness as communicators.**

- "Strengths, Interests and Needs", "Goal Setting" and "Learning Outcomes" templates and a wide variety of information collecting tools are included in the enrolment pack and sent out every 12 weeks for parent feedback. This is also followed up at the biannual family meetings to discuss and review children's progress.
- All lead educators meet with the educational leader weekly. These meetings have an agenda and are minuted and fed back to all educators these meetings are used to ensure that programs connect the children with their learning and they are supported to develop across all domains and to meet the learning outcomes.
- Programmes are reviewed each week to ensure that they include the children's voice and all other requirements of the learning framework. Child voice has been embedded in the educational programme and we have a unified process to collect this information.
- We have worked in consultation with CEWA Aboriginal Education consultants to create an "Acknowledgement of Country as part of our process to support children's understanding of indigenous history and culture and the service's commitment to Reconciliation.

Element 1.1.2   Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
- As part of our programming framework, we regularly collect a variety of information about each child to inform the educational programme.
- We also collect information about the child's home culture and parent input to inform the educational programme.
- While our educators plan intentional learning experiences based on the interests of our children, often the experiences come from a child-led approach.
- At lead educator meetings our educators evaluate the current programme and brainstorm ways to strengthen the programme and framework.

Element 1.1.3   All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
- Intentional teaching is embedded in the program through the links to individual learning as well as special activities and projects which are the accumulation of previous evaluations and extensions of learning which has occurred.
- We have a dedicated area in the programme that supports the communication and value of the children's routines in the programme. This is reviewed each fortnight to ensure flexible programme delivery.
- The programme is designed so that children are provided with choices to meet their individual needs.

   Element 1.2.1 Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
- Our lead educator meetings are used to reflect on the programme and to support continuity and consistency in the programming cycle. Through these meetings we have documented our collaborative process where all educators have been involved in the going evaluation, reflection and development of the programming framework.
- Dedicated programming time is allocated to educators and this is displayed on the centre roster. A non-contact register is maintained and is overseen by the Educational Leader. This enables reflective conversations between educators by allowing two or more educators to have their programming non-contact at the same time.

Element 1.2.2   Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.
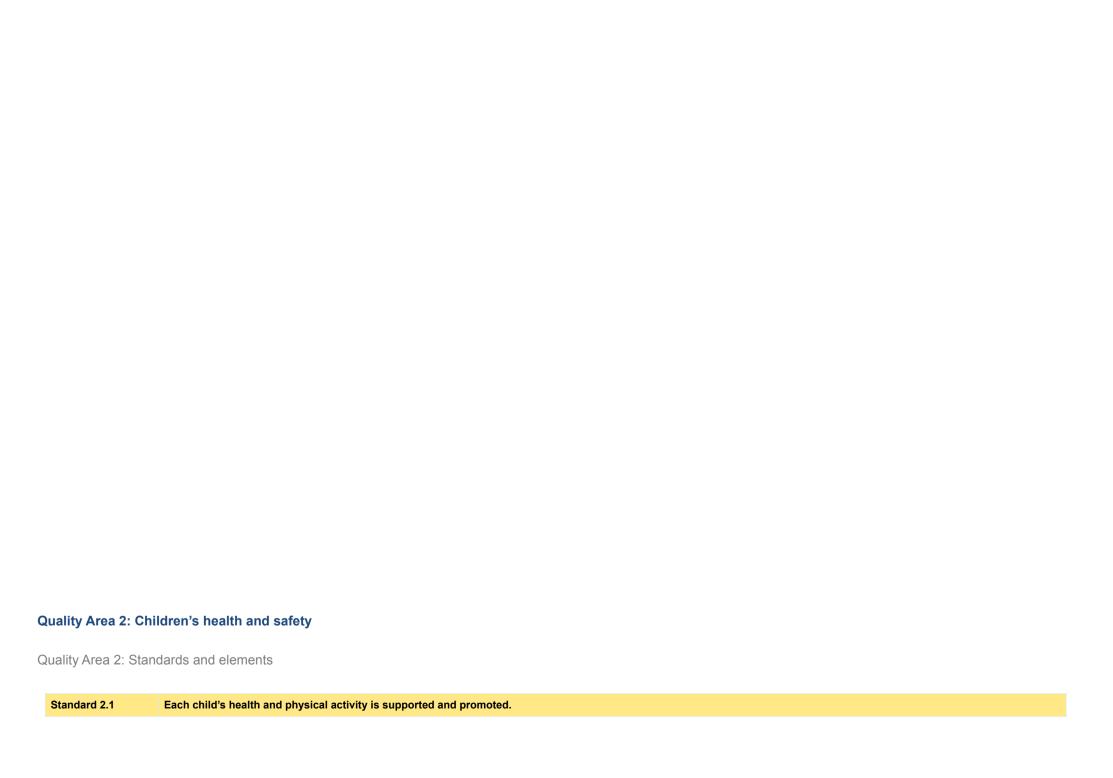- We discuss the importance of open-ended questions at our meetings and work together to create strategies to extend children's play opportunities.
- We have a play consultant, Jonny Neen from "playpauserewind" who comes in to work on our "play action plan" and to support us to create a strategic plan with our children and educators.
- We have focus questions as part of the weekly staff memo from the NQF. Through focus questions educators are able to reflect on their pedagogical practices.
- We programme for both the individual and the group in the framework.
- There are areas in each room for children to leave a project that they are working on to return to when they are ready.
- The educational leader supports educators to use theorists and the philosophy to reflect on children's learning.

Element 1.2.3   Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
- Opportunities for children to take increasing responsibility for self-help and basic routines such as handwashing, applying sun cream, nose blowing, dressing, access to food and water.
- Children are involved in decision making and self-choice which is embedded in the curriculum planning process.
- Activities and resources are chosen to support gender, cultural considerations and the diverse abilities of the children.

Standard/ element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1.1.1	Connection to the Community needs more improvement	Start to do more visits to the church and to the park Madoka, Shuri, Emily So children can demonstrate connectedness to our local community	M	Try contacting the local community for incursion opportunities. Meet with Father Greg to develop an ongoing excursion plan.	Children will go to the park and church at least once a term as a part of the programme and this will be embedded in the programme to support their understanding of the world around them.	May 2018	Kaushie has come up with an excursion plan to the church as per her meeting with Father Greg. We have updated our enrolment form to include this incursion.
1.1.2	Strength interest and needs sheets need to identify more goals for children's learning	Create a more parent focused process to identify parent's goals for their children and ensure that they are followed up while they are in care. Our program includes the voices of our families in relation to children's learning and development.	M	Discuss new formats and meeting ideas at the weekly pedagogy meeting with the educators. Create a survey for families to see what they need.	More information included on the sheets and create a more communicative relationship with families about goals for their children. Children are provided with opportunities to have their voice represented more in the programme.	May 2019	May 2018 Creating templates and survey November 2018 Sent surveys out for consultation
1.2.3	Need more child voice in the programme. A stronger invitation.	For children's voice to be more visible and stronger opportunities to connect created.	H	Create a universal procedure in the Centre that compliments the individual ones being used in the room as guided by the children's development.	More child input in the programme. Stronger ability to display their voice in the programme.	December 2018	Critically reflecting on it in room and lead educator meetings.

1.3.3	Information needs to be made more available and accessible to families, particularly families with diverse needs	For us to have a method and accessibility to a wide range resources and documentation in their own language as a starting point.	M	Search language engines and create resources to support families with ESL.	More documentation to offer the families All families have access to information that supports their needs and diversity.	August 2018	**May 2018** Contacted Communicare for support with this practice. **November 2018** We have contacted a web designer to support us to create links and interfaces so that our families can access our information in a variety of languages and ways that are meaningful to them.

Quality Area 2: 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.

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

National Law and National Regulations		Associated Element
Section 51(1)(a)	Conditions on service approval (safety, health and wellbeing of children)	2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3
Section 162A	Persons in day-to-day charge and nominated supervisors to have child protection training	2.2.3
Section 165	Offence to inadequately supervise children	2.2.1
Section 166	Offence to use inappropriate discipline	2.1.1, 2.2.1
Regulation 81	Sleep and rest	2.1.1
National Law and National Regulations		**Associated element**
Regulation 82	Tobacco, drug and alcohol free environment	2.2.1
Regulation 83	Staff members and family day care educators not to be affected by alcohol or drugs	2.2.1
Regulation 84	Awareness of child protection law	2.2.3
Regulation 85	Incident, injury, trauma and illness policies and procedures	2.1.2
Regulation 86	Notification to parents of incident, injury, trauma and illness	2.1.2
Regulation 87	Incident, injury, trauma and illness record	2.1.2
Regulation 88	Infectious diseases	2.1.2
Regulation 89	First aid kits	2.1.2
Regulation 90	Medical conditions policy	2.1.2
Regulation 91	Medical conditions policy to be provided to parents	2.1.2
Regulation 92	Medication record	2.1.2
Regulation 93	Administration of medication	2.1.2
Regulation 94	Exception to authorisation requirement—anaphylaxis or asthma emergency	2.1.2
Regulation 95	Procedure for administration of medication	2.1.2
Regulation 96	Self-administration of medication	2.1.2
Regulation 97	Emergency and evacuation procedures	2.2.2
National Law and National Regulations		**Associated element**
Regulation 98	Telephone or other communication equipment	2.2.2
Regulation 99	Children leaving the education and care premises	2.2.1
Regulation 100	Risk assessment must be conducted before excursion	2.2.1
Regulation 101	Conduct of risk assessment for excursion	2.2.1
Regulation 102	Authorisation for excursions	2.2.1

Quality Improvement Plan for Quality Area 2

Summary of strengths for Quality Area 2

| Strengths | **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.**
| | - Spaces are available for children to access water, food and rest throughout the day as they require it.
| | - We have undercover areas on the veranda to support children's flexible play during periods of adverse weather.

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.
- Spaces are available for children to access water, food and rest throughout the day as they require it.
- We have undercover areas on the veranda to support children's flexible play during periods of adverse weather.

Element 2.1.2   Effective illness and injury management and hygiene practices are promoted and implemented.
- The Centre as well as each room has individual cleaning schedules which they must adhere to on a daily, weekly and monthly basis. To ensure correct sterilization of all resources, materials, toys, furniture etc. to control the incidence and spread of infectious disease. Staff daily duties lists also show evidence of embedded cleaning practices throughout the day.
- There are first aid kits located inside and outside to support quick responses to children's health care needs.
- All educators have their first aid qualifications renumerated to encourage everyone to hold a qualification.
- We have a register of illness that we use to support the procedures of the Centre and improve practices.
- We have risk minimisation plans to highlight areas where risk can be minimised in the Centre.

Element 2.1.3   Healthy eating and physical activity is promoted and is appropriate for each child.
- Our reflection process includes Menu feedback sheets. Every term we review the menu with the children, families, cook and educators. The manager meets with the cook to discuss menu and how to support the children's healthy eating and autonomy.
- Children's support plans are created and implemented to ensure their physical needs are supported, monitored and promoted.
- For children with specific food requirements, alternative food is supplied which is in keeping with the original recipe to ensure children feel included rather than excluded based on their health requirements.
- The centre is egg and nut aware.
- Each room is fitted with a water cooler to allow children to have ready access to fresh filtered water as required. The daily handover sheet contains times outside of mealtimes that children are supported to be reminded to drink water in case they are busy, distracted are uneasy asking or accessing water.
- We have fruit bowls in the room for children to access food outside of mealtimes. These are noted on the handover file so that there is a record of how much they have eaten for their families to access.

Element 2.2.1   At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
- Supervision plans are developed from supervision risk management plans. These have been completed in each room to ensure activities and environments which pose a higher risk are outlined clearly for all staff members. These were created through collaboration with all staff
- We are a Sun Smart Centre.

Element 2.2.2   Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
- We have a comprehensive reflection and evaluation process to audit practices every month, we use this information to evaluate to improve on our supervision, programming and rostering to improve our child safety.
- Staff have immediate access and training on the use of emergency equipment.
- We have external professional auditors who review and design our emergency response plans every three years. They also check out and update our emergency equipment.
- We conduct audits and checklist to ensure that children are safe form hazards in the environment.
- We have an appointed health and safety officer

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.
- We have permanent child protection training booked in for the 27th of February every year so that staff can plan their training requirements. Staff are also able to access webinars on child protection training as they require or start throughout the year. We include updates on child protection in our meetings and memos and have information in our educator library.
- CEWA has a "code of conduct" that staff receive training on at the first day of the year. CEWA also provides staff with access to the child protection team and professional development opportunities.

Key improvements sought for Quality Area 2

Improvement Plan

Standard/ element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
2.1.1	We have areas in each room for children to relax and rest, but we still see children in our care that need more support with self-regulation.	To create more visible spaces for children to rest and relax in, while they are in the rooms and outside so that their needs are supported optimally.	M	-Work with the routines and interests and needs of the children to understand what they need in their rest areas. -Work together in our meetings to discuss a holistic approach to supporting children to relax. -We will purchase resources to create spaces that facilitate relaxation.	Children will be going to the areas we have created for their rest. Other children may suggest that others go have quiet time. Children will be more settled and self-regulation will be visible.	June 2018	October 2018 We have purchased some cosy tents from educating kids

2.1.3	To support the healthy eating habits of children and availability for food throughout the day as they require.	Easier transition to mealtimes and a more autonomous attitude and availability or food through the day.	M	Create spaces were food is available to children. More autonomous mealtimes.	Children can serve food throughout the day and easily access food between mealtimes.	November 2018	May 2018 We have self-serve fruit bowls that the children use to access food at times other than mealtimes.
2.2.1	We have safe sleep practices in place but are looking at ways to support mindful practices.	We would like to support children during sleep time that may require more supervision.	M	We will enquire into having a P.D with Ngala on safe sleeping practices. Create information that we can share with educators and families.	Staff will discuss sleep rest considerations more as part of the programme. Resources developed to support practices.	March 2019	May 2018 We have had training with Red Nose Foundation on safe sleep practices.

Quality Area 3: Physical environment

Quality Area 3: Standards and elements

Standard 3.1		The design of the facilities is appropriate for the operation of a service.
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.
Standard 3.2		**The service environment is inclusive, promotes competence and supports exploration and play-based learning.**
Inclusive environment	Element 3.2.1	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.
Resources support play-based learning	Element 3.2.2	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.
Environmentally responsible	Element 3.2.3	The service cares for the environment and supports children to become environmentally responsible.

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

Regulation 113	Outdoor space—natural environment	3.2.1
Regulation 114	Outdoor space—shade	3.1.1
National Law and National Regulations		**Associated element**
Regulation 115	Premises designed to facilitate supervision	3.1.1
Regulation 116	Assessments of family day care residences and approved family day care venues	3.1.1
Regulation 117	Glass (additional requirement for family day care)	3.1.1
Regulation 274 NSW	Swimming pools	3.1.2
Regulation 345 Tasmania	Swimming pool prohibition	3.1.2

Quality Improvement Plan for Quality Area 3

Summary of strengths for Quality Area 3

Strengths	**Element 3.1.1 Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.**

Element 3.1.1 Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
- Separate play areas available for Babies, Toddlers, Juniors, Kindy and OSHC, these areas can also be opened up to allow for indoor/outdoor free flow play as much as possible and when appropriate. Educators organise the setup of the outdoor environment based on the programme.
- Each room has a buffet that stores items for food service and the babies' room has a separate kitchen.

Element 3.1.2 Premises, furniture and equipment are safe, clean and well maintained.
- Luke works in the Long day care and OSHC and supports the maintenance and upkeep of the Centre from a pedagogical perspective.
- A Capital development plan has been developed for the centre in keeping with the CEWA finance and resources team requirements.
- Parent committee meetings support the planning of grants and feedback on events to improve the service such as busy bees and community events.
- Finance committee- CEWA, oversees the budget to ensure that money is budgeted on a regular basis to ensure that the centre is well maintained. We are non for profit, so all funds go back to the centre.
- A dedicated maintenance worker (Austin) is employed to ensure all resources, environments and furniture are kept in a safe and clean condition. The maintenance worker also liaises with educators to create outdoor structures which enable children to extend on learning which is occurring inside. For example, children showed lots of interest in musical instruments so two separate musical installations were added to our yards to ensure this learning can be explored in the outdoor environment as well.
- We have cleaning schedule that is embedded in the daily task lists and staff duties

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.
- Free flow between areas. Indoor and outdoor and indoor to veranda. The veranda spaces have a dedicated area on the programme to support environment set up and flexible play.
- There is a strong focus and respect for natural environments that promotes child directed play.
- We have created an outdoor set up procedure so that children's outdoor play is more respectful and easier to facilitate

Element 3.2.2 Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.
- Environments support children to make choices about their play by allowing them to access materials of choice and construct their own play based on their ideas and choices.
- We have designated loose parts shed and storage areas where resources can be used across multiple areas.
- We have a membership to REMIDA to encourage the use of resources for multiple play experiences.
- When purchasing equipment we ensure we purchase multiples to ensure that all children have access to plentiful materials.

Element 3.2.3 The service cares for the environment and supports children to become environmentally responsible.
- We have chickens to support children's understanding of the cycle of life and the role it plays in creating sustainable environments and healthy planet. We have cyclic incursion every 12 weeks in the centre from the "worm waste "company to support children's understanding of sustainable practices.
- We have a family (Amy, Annabelle and Harriet) that have brought in the broody chicken "Sunshine the Chicken" She came in for a month or so and sat on 12 fertilised eggs to support them to grow into baby chickens. The children were able to see the cycle of life from eggs to fully grown chickens.
- Every Easter we bring in a chicken hatchery to showcase to the children the awe and wonder of the natural world and celebrate new life. This is an annual and ongoing project that the children look forward to as part of the programme.
- We have implemented an "environment plan" designed with feedback from families, children and educators by the Educational leader to maximise and link children's learning with all areas of their indoor and outdoor environment.
- We have developed an "earth hour" throughout the Centre from 11.30-12.30 every day to raise children's awareness and promote their curiosity of environmental responsibility.
- We have garden beds in all areas so that children can water plants as part of the educational programme.

Key improvements sought for Quality Area 3

Improvement plan

Standard/ element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
3.2.3	Get another community member, or farmer to take the excess organics matter form the children's meal preparation.	For there to be less waste from our meal preparations	L	Contact gumtree to find a local member from the community in Carlisle that would be interested in supporting this practice. Putting post up on Facebook to request support.	Less organic waste Service demonstrates environmental responsibility	March 2019	**November 2018** Tailah is working on this project as part of being sustainability officer.

3.2.1	Free flow – throughout the Centre. We have tried this a few times and are not as happy with the results that we would like to be. We would like to become more confident in this process and support everyone involved to understand their roles.	To support the children to mix with all age groups and rooms within the Centre. To create an environment where this is an easy and well understood process that is easily accessible and communicated well.	M	We will work together on creating a risk minimisation and communication process and a programming strategy to create this process as an embedded practice easily accessible within the centre.	These will occur as programmed or as required within the programme and centre wide. Children are supported to participate in the programme in a way that suits their individual needs.	August 2019	**September 2018** Trialled in and issues were identified that need to be worked on to support this in the future. We will revaluate.
3.2.1	We need to include more in the outdoor areas to engage children's and play and ideas and those of their families.	To have rich environments that children are engaged in and see a heightened value in outdoor play on the programme and children's play.	M	Brainstorm ideas for outdoor play and environments	The outdoor considerations on the programme will be richer in opportunity providing children with greater play opportunities.	March 2019	**October 2018** Jonny Neen the play consultant has documented the of outdoor play journey.

Quality Area 4: Staffing arrangements

Quality Area 4: Standards and elements

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

National Law and National Regulations		Associated element
Section 51(2)	Conditions on service approval (FDC Coordinators)	4.1.1
Section 161	Offence to operate education and care service without nominated supervisor.	4.1.1
Section 161A	Offence for nominated supervisor not to meet prescribed minimum requirements	4.1.1
Section 162	Offence to operate education and care service unless responsible person is present	4.1.1

Section 163	Offence relating to appointment or engagement of family day care co-ordinators	4.1.1
Section 164	Offence relating to assistance to family day care educators	4.1.1
Section 164A	Offence relating to the education and care of children by family day care service	4.1.1
Section 169	Offence relating to staffing arrangements	4.1.1
Section 269	Register of family day care educators, co-ordinators and assistants	4.1.1
Regulation 117A	Placing a person in day-to-day charge	4.1.1
Regulation 117B	Minimum requirements for a person in day-to-day charge	4.1.1
Regulation 117C	Minimum requirements for a nominated supervisor	4.1.1
Regulation 118	Educational leader	4.1.1
National Law and National Regulations		**Associated element**
Regulation 119	Family day care educator and family day care educator assistant to be at least 18 years old	4.1.1
Regulation 120	Educators who are under 18 to be supervised	4.1.1
Regulation 123	Educator to child ratios – centre based services	4.1.1
Regulation 123A	Family day care co-ordinator to educator ratios—family day care service	4.1.1
Regulation 124	Number of children who can be educated and cared for – family day care educator	4.1.1
Regulation 126	Centre-based services – general educator qualifications	4.1.1
Regulation 127	Family day care educator qualifications	4.1.1
Regulation 128	Family day care co-ordinator qualifications	4.1.1
Regulation 130	Requirement for early childhood teacher – centre-based services – fewer than 25 approved places	4.1.1
Regulation 131	Requirement for early childhood teacher – centre-based services – 25 or more approved places but fewer than 25 children	4.1.1
Regulation 132	Requirement for early childhood teacher – centre-based services – 25-59 children	4.1.1
Regulation 133	Requirement for early childhood teacher – centre-based services – 60 to 80 children	4.1.1
Regulation 134	Requirement for early childhood teacher – centre-based services – more than 80 children	4.1.1
Regulation 135	Early childhood teacher illness or absence	4.1.1
Regulation 136	First aid qualifications	4.1.1
Regulation 143A	Minimum requirements for a family day care educator	4.1.1
National Law and National Regulations		**Associated element**
Regulation 143B	Ongoing management of family day care educators	4.1.1
Regulation 144	Family day care educator assistant	4.1.1

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

Strengths	**Element 4.1.1 The organisation of educators across the service supports children's learning and development**.
	• Roster reflection sheets are used to support the planning of staffing across the Centre. We use it to highlight any concerns, support handovers and transitions and meet the needs of the educators in supporting children, families and each other. Educators also complete it to ensure that any areas for improvement are identified and this information is utilised to create a better roster moving forward.
	• It is displayed on our staff communication board, as well as sent electronically each week.
	Element 4.1.2 Every effort is made for children to experience continuity of educators at the service.
	• We have staff employed at the Centre who have worked here since the centre opened.
	• Staff have "Date Nights" with other educators, where they meet to discuss the room, programming and operational requirements in a relaxed environment, away from the work place. This allow them to feel that their time is respected by the Centre.
	• We regularly provide "lunches" for the staff to celebrate what they have been doing or to thank them for their work.
	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.
	• We hold community events so that we can get the staff involved in community projects together and use it as a team building exercise. We did the Mission Australia sleep out amongst other activities to raise money for homelessness this was organised by the staff and supported by families.
	• Monday lunchtime pedagogy meetings are held to reflect on the programme and support continuity and consistency in the programming throughout the Centre.
	• We have a Staff skills register to ensure that staff have every opportunity to showcase their skills and talents.
	• We communicate through "Whatsapp". We celebrate birthdays, pregnancies, and other achievements through this medium and staff, celebrations. Staff collect for special occasions and management provide funding for staff lunches, celebrations and general thankyous on a regular basis. These celebrations are budgeted for in the annual budget to ensure that staff are provided for and feel valued and supported.
	• There is a social club and Staff fundraising opportunities like the "Mini Bar" (selling chocolates, fresh fruit and other treats) which are used to fundraise for social occasions for the staff.
	Element 4.2.2 Professional standards guide practice, interactions and relationships.
	• Staff share programming ideas on "Whatsapp".They use face book pages i.e. EYLF page and Educational leader's page as well as many others to share professional ideas and to inspire and learn from each other.
	• We value and endorse professional learning and educators who have attended PD are invited to share their learning with other educators during staff meetings.
	• We have created a Nominated supervisor and Management training induction process and file to support staff to develop their skills and support succession planning and career development.
	• We use the UN Rights of the Child, ECA code of conduct and the CEWA Code of Ethics to reflect on practices and support decision making, sourcing it in policies.
	• We are taking part in a "learning tour" in December 2018 with Child Australia to share information about practices within the sector and to support our educators to be valued as professionals.

Key improvements sought for Quality Area 4

Improvement plan

Standard/ element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
4.1.2	We had a large number of educators go on maternity leave. We have a continued number of educators who are expressing the desire to start families.	We need to work on ensuring that the staff feel valued and to extend on keeping them happy in their role and in their rooms.	H	Regular meeting with staff to get input. Educators can hold their own meetings to empower them to inform management of operational decisions.	Staff will maintain their roles in their positions with minimum absences. Staff will have more autonomy over their roles in the Centre	November 2019	**May 2018**- We have commenced feedback sessions and meetings. **November 2018**We are in the process of recruiting two extra qualified staff to support continuity of care for the children. These staff will be floats in the Centre to cover leave.
4.2.2	Create more professional development opportunities for the educators	Staff engaging in a wider range of networking opportunities.	M	Brainstorming at the meetings. Meeting with individual staff to reflect on professional development goals.	Greater engagement in the professional development calendar. More requests to attend events together without having to be shown or asked to go together. Educators increase their professional knowledge and apply it to the provision of our service.	March 2019	**November 2018 -** During staff appraisals we have narrowed down individual goals and developed strategies with management to support educators and staff to obtain their professional goals.
4.2.2	Make policies and information easily accessible to staff	To have policies and documents that we now have on USB and hardcopy on an online portal or equivalent	L	Ensure documents are ready in PDF form Shuri will work on this idea Request input from memos, meetings and Whatsapp	Future access online to policies for staff	May 2019	**November 2019.** Working on the policies that need to be included

Quality Area 5: Relationships with children

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.

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

Quality Improvement Plan for Quality Area 5

Summary of strengths for Quality Area 5

Strengths	**Element 5.1.1 Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included**.

Element 5.1.1   Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.

- There are Room transitions and orientation processes for children and families where educators collect documentation and information to learn how to best care for the children. They include an individual inclusion sheet, play date booking memo and a child visit record sheet that is linked the learning outcomes.
- We include individual planning for children to ensure that we include areas of interest so that children have access to resources that they enjoy and make them feel supported.
- We use information about the children's home culture to support them to feel safe in the environment.
- Every room has a display about children cultures and how to include them.
- We develop inclusion plans to support the care of children in the Centre and these are communicated to all educators and families.

Element 5.1.2   The dignity and the rights of every child are maintained.

- We have designed our supervision and toileting policies specifically to support the dignity and the rights of the child. The toilets are designed differently in each age group to support the children's privacy, self-help skills and autonomy.
- Children are given warning before moving to another project or transition.
- We use the philosophy, the UN Rights of the Child and ECA Code of Ethics to guide our practices with children.

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

- Routines and transitions are included in the centre's programming framework to ensure a holistic approach is implemented throughout the centre. (See programming documentation framework.)
- We have collaborative projects in the centre to support children learning from each other.
- Children work together on experiences in the room that benefit others such as setting the table and packing away.
- We have opportunities for sibling to visit each other. This is supported as part of the enrolment process.

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.

- Individual inclusion plans are implemented and reviewed with children, educators, families and outside agencies.
- Children are involved in setting their own limits where developmentally appropriate.
- Educators support our children to regulate their own behaviour, respond appropriately to the behaviour of others and to communicate effectively to resolve conflicts which may arise.
- The programme has a strong emphasis on providing areas to relax, reset and self-regulate in both indoors and outdoors

Key improvements sought for Quality Area 5

Improvement plan

Standard/ element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
5.1.1	More meaningful relationships with children throughout the day, particularly when we are busy.	More time to enjoy interactions with the children and to be present without distractions.	H	Educators will use the weekly reflections sheets to reflect and improve on their practices.	When educators reflect they will feel and see and improvement on what is happening in the room with the children.	March 2019	**June 2018** Sent out focus questions **Aug 2018** Focus on one quality area at a time
5.2.1	We would like to have more opportunities for buddying and mentoring in the programme.	Older children mentoring younger children within the service.\n\nBuddy programmes for children that are new or transitioning.	M	We will discuss this at lead educator meeting to look at strategies	Mentors and buddy programmes working within the Centre.	April 2018	

| 5.2.1 | More opportunities need to be provided for children to interact and learn from each other in the programme. | Develop more opportunities for children to move from room to room during their visits to the Centre. | M | At the weekly meetings use it as a Centre Goal | More discussions in weekly meetings Children will develop relationships and learn from others | April 2019 | **Sept 2018:** We have trialled some open-ended free flow though out the Centre. We had a couple of concerns around developmental groupings which we discussed at our educational leader meetings and are working together to include this in the programme moving forward through risk assessments and programming discussions.

October 2018 Starting working with parents to arrange more visits with siblings. Updated enrolment form to support this practice |

Quality Area 6: Collaborative partnerships with families and communities

Quality Area 6: Standards and elements

Standard 6.1		Respectful relationships with families are developed and maintained and families are supported in their parenting role.
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.
Standard 6.2		Collaborative partnerships enhance children's inclusion, learning and wellbeing.
Transitions	Element 6.2.1	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
Access and participation	Element 6.2.2	Effective partnerships support children's access, inclusion and participation in the program.
Community engagement	Element 6.2.3	The service builds relationships and engages with its community.

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

Improvement Plan for Quality Area 6

Summary of strengths for Quality Area 6

Strengths	**Element 6.1.1 Families are supported from enrolment to be involved in the service and contribute to service decisions**. • All families are provided with a comprehensive tour of the service prior to enrolment, to meet the service staff and to gain insight in to all programs on offer by the service. • Policies are on display in the foyer for families in a dedicated family policy file. They are also available online on the Holy Name website and in the enrolment package given to families. Policies are reviewed by the families who make up the services reference group and meet once every 6 weeks. • Policies are sent out to keep families informed of what they are. They are also attached to email updates when providing families with relevant information i.e. sun protection policy in the beginning of summer. • We have a Family management committee that families are invited to participate in and contribute to operational and other matters in the Centre. • **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.** • Enrolment meeting with Lead educator to discuss children's settling in procedures being updated. • We have playdates and orientation visits to collect information form families about how they would like to participate in the Centre. • We have a child information collection process that starts at enrolment and information is regularly updated to meet the continuing change in the needs of the children and families while they attend holy Name. • We use valuable information that we collect at the parent committee meeting to support their participation in the service. They recently discussed how they would like to have a parent representative from each room to support connections for the children and families and we are proceeding with this practice from our next AGM. • The programming cycle includes the principles and practices of the NQF and our philosophy. • There is information on the Holy name website that is available in 5 different languages to support families to feel respected and included. **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**. • We work with and seek support from outside agencies. • The service website provides families with a log in area where they can view the services policies or download programs, forms and other useful information. • We have a community board that displays relevant community festivals and activities in the local community. • We use our playgroup as a platform for supporting families and providing information to them that support their parenting needs as well as community services. **Element 6.2.1 Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.** • We have biannual parent information evenings and also have regular meeting with families to keep informed and our relationships strong. • We have a transition to school process to share information with schools and the OSHC so that we can support children's continuity of care and their learning journey. • We have rostered shifts in rooms to support continuity of care where it is required. We watch the trends on QIKKIDS and alter shifts to the attendance trends that we review each week. • We have meetings with both lead educators prior to children transitioning between rooms and to ensure best outcomes for the children and families. • Transitions are linked to the learning outcomes. **Element 6.2.2 Effective partnerships support children's access, inclusion and participation in the program.** • We collect information from families and children in a variety of ways to support their inclusion in the programme. We create individual support plans for children that are used to plan for them. • We have a variety of information available to families in our resources area. We have also collated a fact sheet about local services in our local community for families that they may find supportive. • We have regular scheduled meetings with Jessica Stevens from Communicare at lead educator meeting to support inclusion in a

\

Key improvements sought for Quality Area 6
Improvement plan

Standard/ element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
6.1.1	For children to be able to get to know the educators and children in their rooms more individually.	A tool to assist children to feel welcome and to settle into the Centre	M	Create a Holy name Welcome book and a book for each room with the educator's names and some important routine information.	Families and children and Educators will see more settled children. Children will know their educators. Children are more engaged in learning because of stronger attachment relationships.	November 2018	**15.8.18** We discussed this at the Lead educator meeting **17.8.18** Emily Ryder has started work on this project. **3.11.18** Fiona has taken over the development of this book and it is in production.

6.1.2	We send out many different strategies to engage families to contribute to the programme but are not as successful in getting information as we would like to be	To ensure that we are getting rich feedback from the families in ways that are suitable to them.	M	Try different strategies get families involved. Get information about how families like to be communicated to.	We will receive greater information from families to contribute to the centre operations and in the programming cycle.	August 2019	**2018 May** Sent out a communication survey to families. **October 2018** Working with educators to see what families are feeding back and at what times are convenient or preferred.
6.1.3	We would like information about the Centre to be more accessible to families especially those from other cultures.	For families from diverse backgrounds to feel welcome in the centre and to be included.	M	We will identify the various cultures of families and children we have attending the centre. We will look into the applications that are available to support translation of documents and accessibility of information in different languages.	When families enrol at the Centre we will be able to direct them to a wider variety of resources to support them. We will have access to technology that supports us to include families in the Centre.	March 2018	**November 2018** Shuri is adding things to the webpage to support easier access for families' from different cultures. We are starting to use the QIKKIDS application to support educators to identify children and families from different cultures

Quality Area 7: Governance and Leadership

Quality Area 7: Standards and elements

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

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

National Law and National Regulations		Associated element
Section 167	Offence relating to protection of children from harm and hazards	7.1.2
Section 168	Offence relating to required programs	7.1.2
Section 169	Offence relating to staffing arrangements	7.1.2
Section 170	Offence relating to unauthorised persons on education and care service premises	7.1.2
Section 171	Offence relating to direction to exclude inappropriate persons from education and care service premises	7.1.2
Section 172	Offence to fail to display prescribed information	7.1.2
Section 173	Offence to fail to notify certain circumstances to regulatory authority	7.1.2
Section 174	Offence to fail to notify certain information to regulatory authority	7.1.2
Section 174A	Family day care educator to notify certain information to approved provider	7.1.2, 7.1.3
Section 175	Offence relating to requirement to keep enrolment and other documents	7.1.2

National Law and National Regulations		Associated element
Section 167	Offence relating to protection of children from harm and hazards	7.1.2
Section 168	Offence relating to required programs	7.1.2
Section 169	Offence relating to staffing arrangements	7.1.2
Section 170	Offence relating to unauthorised persons on education and care service premises	7.1.2
Section 188	Offence to engage person to whom prohibition notice applies	7.1.2
Section 269	Register of family day care educators, coordinators and assistants	7.1.2
Regulation 31	Condition on service approval-quality improvement plan	7.2.1
National Law and National Regulations		**Associated element**
Regulation 5	Quality improvement plans	7.2.1
Regulation 56	Review and revision of quality improvement plans	7.2.1
Regulation 158	Children's attendance record to be kept by approved provider	7.1.2
Regulation 159	Children's attendance record to be kept by family day care educator	7.1.2
Regulation 160	Child enrolment records to be kept by approved provider and family day care educator	7.1.2
Regulation 161	Authorisations to be kept in enrolment record	7.1.2
Regulation 162	Health information to be kept in enrolment record	7.1.2
Regulation 163	Residents at family day care residence and family day care educator assistants to be fit and proper persons	7.1.2
Regulation 164	Requirement for notice of new persons at residence	7.1.2
Regulation 165	Record of visitors	7.1.2
Regulation 166	Children not to be alone with visitors	7.1.2
Regulation 167	Record of service's compliance	7.1.2
Regulation 168	Education and care service must have policies and procedures	7.1.2
Regulation 169	Additional policies and procedures—family day care service	7.1.2
National Law and National Regulations		**Associated element**
Regulation 170	Policies and procedures to be followed	7.1.2
Regulation 171	Policies and procedures to be kept available	7.1.2

National Law and National Regulations		Associated element
Section 167	Offence relating to protection of children from harm and hazards	7.1.2
Section 168	Offence relating to required programs	7.1.2
Section 169	Offence relating to staffing arrangements	7.1.2
Section 170	Offence relating to unauthorised persons on education and care service premises	7.1.2
Regulation 172	Notification of change to policies or procedures	7.1.2
Regulation 173	Prescribed information to be displayed	7.1.2
Regulation 174	Time to notify certain circumstances to regulatory authority	7.1.2
Regulation 174A	Prescribed information to be notified to accompany notice	7.1.2
Regulation 175	Prescribed information to be notified to regulatory authority	7.1.2
Regulation 176	Time to notify certain information to regulatory authority	7.1.2
Regulation 176A	Prescribed information to be notified to approved provider by family day care educator	7.1.2
Regulation 177	Prescribed enrolment and other documents to be kept by approved provider	7.1.2
Regulation 178	Prescribed enrolment and other documents to be kept by family day care educator	7.1.2
Regulation 179	Family day care educator to provide documents on leaving service	7.1.2
Regulation 180	Evidence of prescribed insurance	7.1.2
Regulation 181	Confidentiality of records kept by approved provider	7.1.2
National Law and National Regulations		**Associated element**
Regulation 182	Confidentiality of records kept by family day care educator	7.1.2
Regulation 183	Storage of records and other documents	7.1.2
Regulation 184	Storage of records after service approval transferred	7.1.2
Regulation 185	Law and regulations to be available	7.1.2
Regulation 344 Tasmania	Working with vulnerable people registration – staff members	7.1.2
Regulation 358 Victoria	Working with children check to be read	7.1.2
Regulation 359 Victoria	Criminal history record check to be read and considered	7.1.2

Strengths

Element 7.1.1   A statement of philosophy is developed and guides all aspects of the service's operations.
- The philosophy is considered as part of the programing cycle
- Regular cycle of review is conducted annually in consultation with educators using family, child input.
- At Lead educator/educational leader meeting discussion is held to further support the philosophy being used to guide the programming cycle and centre operations and this is embedded in the programming framework.

Element 7.1.2   Systems are in place to manage risk and enable the effective management and operation of a quality service
- All visitors to the centre are required to sign in and wear a lanyard for identification and be accompanied at all times.
- Staff are provided with the opportunity to review the policies at staff meetings and other times. Parents and families are also part of the review process and this is documented in the policy review file.
- Risk management templates are created to support all new programming ideas or areas that could present a potential risk. These are kept on file, displayed and are communicated to all stakeholders.

Element 7.1.3   Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.
- Registration agreement and job description are provided to staff to ensure that they understand their roles and these are regularly supported through mentoring to ensure understanding and support staff to carry out their roles and responsibilities.
- Review meetings are conducted as required to support staff to ensure that their goals are met and they are part of their own continuing professional and personal improvement.
- The Induction process is comprehensive. This is followed up by a performance review, strengths, needs and interests and professional development plan to ensure that their personal, professional and centre goals are met, supported and extended. Staff also meet with management and use Whatsapp to communicate areas of skill and interests that they would like to pursue.
- When required Staff have meetings with the Centre manager that continue until they no longer require it as part of a individual approach to performance evaluation.
- Staff use weekly reflections, to evaluate their practices.

Element 7.2.1   There is an effective self-assessment and quality improvement process in place.
- We use QIP reflection tools and reflection sheets on each quality area. Staff complete these forms and this information is reviewed at lead educator meetings. This is then fed into the QIP by the Manager.
- Families are regularly invited to become a part of the QIP process through email update, a full copy of the service QIP is available to families on the services website and in the foyer.
- We have self-assessment sheets that are completed as part of team reflections and this information is also used to inform the QIP and used for staff to reflect on and inform their practices.
- Staff are responsible for certain quality areas in small groups, and this information is fed back to inform operational practices as well as the the QIP.

Element 7.2.2   The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
- Educational leader is part of ELA and attends their networking meetings.
- Lead educator meetings promote discussions that lead to revisions and updates of the programming cycle based on experiences of current programming needs and changes. These are documented in the programming review file and all staff are informed of the updates through professional development opportunities, meetings and memos.
- The educational leader meets with staff to support them to reflect on their practice and goals.

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.
- Every staff member has a professional development plan. These are reviewed annually in collaboration with each individual staff member and are based on their reflections and professional conversations. Professional goals are outlined during this process.
- We maintain a record of all staff development to track staff who need to access more professional development opportunities or need

Key improvements sought for Quality Area 7
Improvement plan

Standard/ element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes

| 7.2.1 | We need to find more ways for children families and educators to be involved in the critical reflection of the QIP. | Do have more input form more stakeholders to make the QIP a living document

Planned improvements are inclusive of all stakeholder requirements | M | Send out reflection questions to the families and children and educators and put the feedback into the QIP. | That there will be more evidence of family input in the QIP and in the self-assessment and QIP reflection tools.

Stakeholder needs are reflected in service delivery. | March 2019 | **October 2018** -Educators discussed writing down verbal discussions into the QIP reflection tool and evaluating this practice in 8 weeks to check its progress.

November 2018 Shuri is working on embedding an app into the webpage so that families can access the QIP in all languages. This will allow them easier access to provide feedback on the QIP |
| 7.2.3 | We have some staff who access a lot of support and others who need support to engage in professional development opportunities. | For all educators to engage in professional development and access the support they need to enhance their roles. | M | Discuss professional opportunities with staff at performance appraisal meetings.

Advertise PD opportunities through WhatsApp. | All educators will be booking in professional development from the resources provided in the staff room.

All staff will be feeding back on what they have learnt at staff meetings and adding to a culture of professional learning.

Staff develop professional knowledge and apply it to their role. | Ongoing November 2019 | **November 2018** Conducted appraisals and opened the conversation about professional development.
November 2018 Booked more in-services based on staff and family input. |