



North Ingle Preschool Quality Improvement Plan 2017



Service details

Service name	Service approval number
North Ingle Preschool	
Primary contact at service	Nominated Supervisor
Dina Zunis	Name: Dina Zunis Telephone: 8264 7498 Fax: 8396 1778 Email: Dina.Zunis504@schools.sa.edu.au
Physical location of service	Physical location contact details
Street: 7 Rothwell Avenue Suburb: Ingle Farm State/territory: South Australia Postcode: 5098	Telephone: 8264 7498: Fax: 8396 1778 Email: dl.1183info@schools.sa.edu.au
Approved Provider	
Department of Education and Child Development (DECD) Telephone: 8226 1000	

Operating hours

For each day of the week this service is open, indicate the times of the day when education and care is provided.

For centre-based services, this does not include non-contact hours for staff. Please nominate the scheduled opening and closing times using 24 hour clock (e.g. 07:30 to 18:00) rather than the actual opening and closing times (e.g. 06:55 to 18:10) if different. Round times to the nearest quarter of an hour.

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

For family day care services or multi-site services, please provide the operating hours of the service office.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time		8.45 am	8.45 am	8.45 am			
Closing time		14.45pm	11.45 am	14.45 pm			

Additional information about your service

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

North Ingle Preschool is a school based preschool on the same campus as North Ingle School.

We share a car park, resources and some facilities within the school which includes the school's Resource Centre, Hall and Early Years Unit.

The Preschool's Pupil Free Days, School Closure Days operate in conjunction with the school.

School holidays align with the South Australian school term dates.

There is an onsite OSHC program operating offering before and after school care to preschool and school children.

Playgroup operates in the Preschool on Fridays between 9-11am.

How are the children grouped at your service?

At present we currently operate five sessions over two and a half days a week on Tuesday, Wednesday and Thursday.

Children attend the five sessions which is inclusive of three mornings and two afternoons.

Pre-entry is accessed once a week and negotiated during a morning session in Term 4.

Write the name and position of person(s) responsible for submitting this Quality Improvement Plan

Nominated Supervisor/Preschool Director: Dina Zunis

Service Statement of Philosophy

Vision: North Ingle Preschool strives to develop each child's full potential in a safe, welcoming, caring and inclusive learning environment.

At North Ingle Preschool we believe:

- every child is a unique individual and capable learner
- in building and maintaining respectful relationships between children, parents and staff
- children learn through play based exploration and experiences that enhance positive social interactions
- the learning environment needs to be welcoming, safe and child centered
- in community partnerships and working together in authentic collaboration with families
- in providing opportunities for children to become effective communicators and decision makers

North Ingle Preschool is reflective of these beliefs for every child by:

- creating a safe and secure learning environment that enables a sense of being and belonging
- valuing and respecting them as proficient learners
- providing hands-on learning experiences and the time to explore, experiment and problem solve
- encouraging meaningful positive relationships between all children and educators
- providing a play based curriculum giving them the opportunity to express themselves creatively, have fun and be successful in their learning
- supporting their physical, emotional, cognitive and social wellbeing to reach their full potential.

North Ingle Preschool is reflective of these beliefs for Educators by:

- providing quality education and care for each child.
- providing a play based program designed to meet the needs, strengths, abilities and interests of all children
- encouraging children to be creative thinkers, to make appropriate choices, and to develop resilience and confidence
- upholding all children's rights to have their cultures and identities acknowledged and valued
- providing an environment where staff engage with children and have conversations and follow children's play and interests
- providing a literate and numerate enriched environment
- choosing appropriate teaching strategies and designing the learning environment
- encouraging children to take risks, have fun, ask questions, be involved and develop trust within their learning environment

- observe, plan, program, assess and report on each individual child's capabilities, needs and interests in conjunction with The Early Years Learning Framework and the Reflect Respect Relate document
- participating in on-going professional development for continual learning and growth
- maintaining a safe and respectful working environment at all times and operating as a team
- ensuring that children are adequately supervised at all times.
- regularly updating the Quality Improvement Plan and sharing this with families and the Governing Council
- keeping families updated with preschool information through displaying the weekly program and timetable, floor book, photographs of children engaged in their learning, preschool newsletter, individual learning goals and learning stories

North Ingle Preschool is reflective of these beliefs in supporting all families by:

- being respectful, courteous and approachable educators
- building secure relationships and providing ongoing communication between families, educators and children
- actively listening and documenting concerns and providing follow-up to any matter raised
- making cultural connections and providing inclusive learning experiences
- accessing bilingual support officers to support children who have English as an additional language or dialect
- communicating and working in partnership through interviews, phone calls, before and after preschool chats and newsletters
- maintaining confidentiality of all individuals
- reporting using individual learning goals, Individual Learning Plans for indigenous children, summative reports, portfolios, formal and informal learning conversations and the floor book of documented group learning
- encouraging parent participation through the weekly program, special events, excursions and sharing their skills with the children

North Ingle Preschool is reflective of a quality Educational Program by:

- providing a program that is play based, sensory, engaging to each child and promotes learning
- providing a variety of challenging learning experiences within the indoor and outdoor environments
- promoting regular attendance to enable the development of children's friendships, daily routines and helping set up good learning habits for life
- developing children's fine and gross motor skills through ongoing assessments and observations
- programming with the Early Years Learning Framework and current pedagogies, principles, practices and outcomes providing a holistic teaching and learning approach
- using the Reflect Respect Relate Observation Scales to observe and inform future planning with a direct focus on Relationships, the active learning environment, children's well-being and involvement in learning

- providing a range of choices for quiet and active play times for individual, small group and whole group learning
- promoting social interactions between children in the Preschool and school
- accessing facilities and programs within the school which includes transition play, buddy class programs, the school library, school assemblies, Book Week, Reconciliation Week and Harmony Day
- supporting children in their transition from home to Preschool and Preschool to school through pre-entry visits, weekly transition play and buddy class programs with the early year's team.
- working with speech pathologists, special educators, psychologists and occupational therapists to meet the needs of children

North Ingle Preschool is reflective of community involvement by:

- working in collaboration with North Ingle School
- advertising community events on the parent noticeboard on entry to the preschool
- encouraging other community groups and agencies to be involved including our School Watch Police Community Liaison Officer
- working in collaboration with the schools Governing Council to ratify policies, provide feedback on the Quality Improvement Plan
- collaborating with the preschool parent representative from the Governing Council as a link to the families
- directing families to local community services – Ingle Farm Children's Centre, Kindigym, Dental Services, CAFHS, sporting clubs, local libraries and council and parenting workshops
- contacting local businesses and the local Council for the donation of resources & materials to enhance both the indoor and outdoor environments



Quality Area 1: Educational program and practice

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

Quality Area 1: Standards and elements

Standard 1.1	An approved learning framework informs the development of a curriculum that enhances each child's learning and development.	
	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.
	Element 1.1.2	Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.
	Element 1.1.3	The program, including routines, is organised in ways that maximise opportunities for each child's learning.
	Element 1.1.4	The documentation about each child's program and progress is available to families.
	Element 1.1.5	Every child is supported to participate in the program.
	Element 1.1.6	Each child's agency is promoted, enabling them to make choices and decisions and influence events and their world.
Standard 1.2	Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.	
	Element 1.2.1	Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.
	Element 1.2.2	Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.
	Element 1.2.3	Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.

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

Standard/element	National Law (section) and National Regulations (regulation)	
1.1	section 168	Offence relating to required programs.
1.1	section 323	Approved learning framework.
1.1	regulation 73	Educational programs.
1.1	regulation 75	Information about the educational program to be kept available.
1.1	regulation 76	Information about educational program to be given to parents.
1.2	regulation 74	Documenting of child assessments or evaluations for delivery of educational program.

Strengths

- The Early Years Learning Framework (EYLF) is reflected in program plans, term overviews, assessment and reporting processes such as formative reports, ILPs, NEPs, summative reports and annotated learning stories.
- Child wellbeing is a priority. Staff value each child and their families and endeavour to build positive relationships through acknowledging and supporting children's social, emotional and cognitive needs.
- Staff model positive interactions and encourage community participation through volunteers and helpers, guest speakers, sharing information from home, cooking experiences and assistance on excursions and incursions.
- Regular communication to families is upheld by staff to share information regarding their child and the learning program verbally and through newsletters, notes or notices on the parent board.
- Children are encouraged and supported to participate in all aspects of the program through visual cues, large and small group work and encouraging respect for our environment and for each other. Staff provide uninterrupted blocks of time for children to explore, re-visit and practice these skills.
- Children's individual strengths and creative ideas are recognised and incorporated into the program. Staff observe individual children, keep anecdotal notes, and plan experiences that support individual needs and interests.
- Staff throughout the day conduct emergent planning for activities and learning experiences which follows children's interests. Each child's learning is extended through intentional teaching with individual children, small or large groups.
- Individual learning and development is assessed and documented through information collected from families at enrolment to create individual learning portfolios for the child to take home at their preschool graduation. These are available throughout the year for families to look at and take home. Child portfolios demonstrate each child's learning and development throughout their time at preschool.

- Individual learning goals are formulated for each individual child from data collected. These individual goals are reviewed and updated termly. Children's information is collected throughout their preschool time including fine motor skills, gross motor skills, concepts of print, phonological awareness, numeracy and cognitive skills.
- Referrals to DECD special services are made as appropriate to support children with additional needs.
- Daily and weekly debriefing within the preschool staffing team is used to reflect and evaluate the program and the effectiveness of the learning experiences provided. Observations of children's engagement and learning are shared between staff and documented as a tool to inform staff of future planning and programming.
- Staff provide programs and learning experiences where play and fun is valued and learning is evident.

Key improvements sought for QA1

Standard	1.1.4 The documentation of each child's program and progress is available to families
Identified issue	To ensure that staff are using the EYLF Framework and the Preschool Indicators to report on children's learning.

Standard	1.2.3 Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.
Identified issue	To ensure that staff critically reflect on each child's learning and development

Improvement Plan

Standard	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1.1.4	To ensure that staff are using the EYLF Framework and the Preschool Indicators to report on children's learning	H	<ul style="list-style-type: none"> - Staff to review current summative report - Staff will make appropriate changes to report format 	<ul style="list-style-type: none"> - Children's learning will be documented using a suitable format, including the EYLF learning outcomes, literacy and numeracy. 	End of Term 3	In 2016, staff reviewed summative report content.
1.2.3	To ensure that staff critically reflect on each child's learning and development	H	<ul style="list-style-type: none"> - Staff will reflect on student observations during weekly staff meetings - staff will use the Reflect Respect Relate Involvement scales to identify areas for improvement to ensure all children are actively involved 	<ul style="list-style-type: none"> - Children's voices will be heard - Staff will use the RRR data to critically reflect and seek ways of improving learning and involvement for each child 	Ongoing	In 2016 staff used the Involvement scales to inform practice and make appropriate changes to the learning environment



Quality Area 2: Children's health and safety

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

Quality Area 2: Standards and elements

Standard 2.1	Each child's health is promoted.	
	Element 2.1.1	Each child's health needs are supported.
	Element 2.1.2	Each child's comfort is provided for and there are appropriate opportunities to meet each child's need for sleep, rest and relaxation.
	Element 2.1.3	Effective hygiene practices are promoted and implemented.
	Element 2.1.4	Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines.
Standard 2.2	Healthy eating and physical activity are embedded in the program for children.	
	Element 2.2.1	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.
	Element 2.2.2	Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.
Standard 2.3	Each child is protected.	
	Element 2.3.1	Children are adequately supervised at all times.
	Element 2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.
	Element 2.3.3	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
	Element 2.3.4	Educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect.



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

Standard/element	National Law (section) and National Regulations (regulation)	
2.1.2, 2.3.1, 2.3.2	section 165	Offence to inadequately supervise children.
2.3.2	section 167	Offence relating to protection of children from harm and hazards.
2.1.3, 2.1.4, 2.2.1	regulation 77	Health, hygiene and safe food practices.
2.2.1	regulation 78	Food and beverages.
2.2.1	regulation 79	Service providing food and beverages.
2.2.1	regulation 80	Weekly menu.
2.1.2	regulation 81	Sleep and rest.
2.3.2	regulation 82	Tobacco, drug and alcohol free environment.
2.3.2	regulation 83	Staff members and family day care educators not to be affected by alcohol or drugs.
2.3.4	regulation 84	Awareness of child protection law.
2.1.4, 2.3.3, 2.3.4	regulation 85	Incident, injury, trauma and illness policies and procedures.
2.1.4, 2.3.3, 2.3.4	regulation 86	Notification to parents of incident, injury, trauma and illness.
2.1.4, 2.3.3, 2.3.4	regulation 87	Incident, injury, trauma and illness record.
2.1.4	regulation 88	Infectious diseases.
2.1.4	regulation 89	First aid kits.

Strengths

- All preschool staff have the required qualifications and training to ensure compliance with the DECD and NQS in order to work with young children.
- An up to date list of medical conditions or allergies are documented and displayed in the first aid cupboard and in the office. Children's medical plans and medications are checked regularly by staff each term for updates or use by dates.
- A first aid book is utilised daily by staff to record and document medication management, accidents or injuries for children and staff.
- We have developed a healthy food policy at our preschool and this is modelled by staff. As part of the preschool welcome pack to parents we provide information regarding healthy snacks for fruit time, snacks and lunch eating times.
- Routines and hygiene practices for eating times are explicitly modelled and taught by staff. Visuals are displayed around the eating area as a guide to washing hands and eating healthy foods. Visuals are displayed in the toilet areas for children to wash hands.
- Children are involved in hygiene and healthy eating discussions on a daily basis.
- The preschool has established a small garden with fruits and vegetables to promote awareness of how foods are grown, prepared and eaten.
- Visual inspections of preschool equipment indoors and outdoors occur daily and any unsafe items of equipment are removed until correct maintenance procedures are conducted. Verbal risk assessments are discussed on a daily basis.
- We provide a variety of physical activities in our program both planned and spontaneous such as group games, music and movement, physical skills games, riding, jumping and climbing.
- Children are explicitly taught safety protocols and routines such as not going outside without a teacher, applying sunscreen and putting on a hat before outside play in hot/sunny weather and moving safely indoors and outdoors.
- Safety visual cues are used such as cones, flags, stop signs and red tape. These are regularly discussed with children.
- Children are taught the protocols and routines of emergency procedures regarding evacuations and evacuations. Procedures are practised with the school twice each term.
- Children are provided with an opportunity for relaxation/quiet time through group time activities.
- We maintain above adequate supervision of children at all times with one teacher and SSOs supervising the area at any given time both indoors and outdoors.



Key improvements sought for QA2

Standard	
Identified issue	

Improvement Plan

Standard	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes

Quality Area 3: Physical environment

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

Quality Area 3: Standards and elements

Standard 3.1	The design and location of the premises is appropriate for the operation of a service.	
	Element 3.1.1	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.
	Element 3.1.2	Premises, furniture and equipment are safe, clean and well maintained.
	Element 3.1.3	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.
Standard 3.2	The environment is inclusive, promotes competence, independent exploration and learning through play.	
	Element 3.2.1	Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.
	Element 3.2.2	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.
Standard 3.3	The service takes an active role in caring for its environment and contributes to a sustainable future.	
	Element 3.3.1	Sustainable practices are embedded in service operations.
	Element 3.3.2	Children are supported to become environmentally responsible and show respect for the environment.

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

Standard/element	National Law (section) and National Regulations (regulation)	
3.1.2	regulation 103	Premises, furniture and equipment to be safe, clean and in good repair.
3.1.1	regulation 104	Fencing and security.
3.2.2	regulation 105	Furniture, materials and equipment.
3.1.1	regulation 106	Laundry and hygiene facilities.
3.1.1	regulation 107	Space requirements—indoor.
3.1.1	regulation 108	Space requirements—outdoor space.
3.1.1	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.
3.2.1	regulation 113	Outdoor space—natural environment.
3.1.1	regulation 114	Outdoor space—shade.
3.1.3	regulation 115	Premises designed to facilitate supervision.
3.1.2	regulation 116	Assessments of family day care residences and approved family day care venues.

3.1.1	regulation 117	Glass (additional requirement for family day care).
-------	----------------	---

Strengths

- A cleaning roster is followed termly with resources/materials and furniture regularly being cleaned/washed. This is a shared responsibility among preschool staff, parents, families, preschool children and older school students.
- All resources/furniture/fittings and fences are checked once a term for safety, wear and tear.
- Preventative maintenance checks are scheduled regularly throughout the year.
- We have an adequate sized yard for children to access and explore which incorporates both hard and soft fall areas. The children in our service are offered large amounts of time to access our indoor and outdoor spaces. We have a large shade covering a large portion of our outdoor area.
- Our outdoor learning environment allows for multiple uses for both active learning and quieter experiences including sandpit, climbing frames, playground, water play, physical and sensory experiences and a versatile amphitheatre for bringing some 'indoor' activities to the 'outdoor' setting.
- The setting up of the outdoor learning environment is varied and carefully planned by staff. Preschool staff take into account children's creative ideas and interests, skill development, dramatic and imaginary play.
- Both indoor and outdoor environments are aesthetically pleasing and inviting.
- Outdoors children have access to our garden beds where they can water the plants, turn the soil and watch the plants/seeds grow. Children are involved in the process of planting in the garden.
- Children are involved daily in sustainability practices regarding recycling, food scraps and waste, and daily upkeep of the Preschool worm farm.
- The outdoor area provides areas for digging. Staff are further developing the natural play environment in our outdoor area for children to participate in creative play. This area includes tree stumps, logs, bridges, branches, sticks.
- Our preschool is located on the North Ingle Primary School campus and hence we have the opportunity to share facilities and resources such as the library, hall, playground, oval and learning materials.

Key improvements sought for QA3

Standard	3.2.1 Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments
Identified issue	To further develop the Preschool outdoor area to provide more opportunities for children to explore natural environments.

Standard	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
3.2.1	To further develop the Preschool outdoor area to provide more opportunities for children to explore natural environments	H	<ul style="list-style-type: none"> - Expand digging patch and mud kitchen - establish a new garden area - establish an outdoor water source suitable for children to access - Staff to correspond with local businesses and local council for resources and materials 	- The natural environment will be designed in a way that maximises child engagement and exploration, and promotes, supports and encourages sense of agency for all learners.	End of Term 4	Preschool has raised money to put towards a rainwater tank

Quality Area 4: Staffing arrangements

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

Quality Area 4: Standards and elements

Standard 4.1	Staffing arrangements enhance children's learning and development and ensure their safety and wellbeing.	
	Element 4.1.1	Educator-to-child ratios and qualification requirements are maintained at all times.
Standard 4.2	Educators, co-ordinators and staff members are respectful and ethical.	
	Element 4.2.1	Professional standards guide practice, interactions and relationships.
	Element 4.2.2	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.
	Element 4.2.3	Interactions convey mutual respect, equity and recognition of each other's strengths and skills.

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

Standard/element	National Law (section) and National Regulations (regulation)	
4.1	regulation 169	Offence relating to staffing arrangements.
4.1	regulation 118	Educational leader.
4.1	regulations 119–120	Age and supervision requirements.
4.1	regulations 121–124	Minimum number of educators required.

Standard/element	National Law (section) and National Regulations (regulation)	
4.1	regulations 125–128	Educational qualifications for educators.
4.1	regulations 129–135	Requirements for educators who are early childhood teachers.
4.1	regulation 136	First aid qualifications.
4.1	regulations 137–143	Approval and determination of qualifications.
4.1	regulation 144	Family day care educator assistant.
4.1	regulations 145–15	Staff and educator records—centre-based services.
4.1	regulation 153	Register of family day care educators.
4.1	regulation 154	Record of staff, family day care coordinators and family day care educator assistants.
	Related requirements	
4.1	section 161	Offence to operate education and care service without nominated supervisor.
4.1	section 162	Offence to operate education and care service unless responsible person is present.
4.1	section 163	Offence relating to appointment or engagement of family day care coordinators.
4.1	regulations 46–54	Supervisor certificates.
4.2	regulation 55	Quality improvement plans.
4.1	regulation 168(2)(i)	Policies and procedures are required in relation to staffing including a code of conduct for staff members; determining the responsible person present at the service and the participation of volunteers and students on practicum placements.

Strengths

- Staffing ratios meet DECD requirements at all times
- Staff roles and responsibilities are displayed on site at the preschool.
- Staff continuity of teacher and SSO
- A regular pool of relief staff – teachers and SSOs are utilised to maintain a consistent experience for children and families.
- A Temporary Relief Teacher folder is available for all relief staff which includes all relevant preschool information such as children's names, medical information, program and timetable and information regarding the centre and any procedures.
- An induction folder is available with all relevant preschool information for new staff.
- Parent notice board informs parents of staff present each day along with their photo. This is updated at the beginning of each day.
- All members and visitors of the preschool are treated professionally and respectfully, and confidentiality is maintained.
- All staff have access to professional development learning opportunities to continually improve practice and develop new skills.
- Staff communicate regularly with each other in respectful and meaningful ways and build upon each other's' strengths.
- Staff work collaboratively with each other and share roles and responsibilities.
- Preschool staff have a designated staff meeting time each week. All staff minutes and agendas are documented.
- All staff are involved in decision making processes alongside leadership and the preschool Governing Council parent representative.
- All staff are involved in data collection, observations and assessment of all children.
- Extra staff are utilised when required such as extra preschool support or excursions to ensure correct adult to child ratios are maintained.

Key improvements sought for QA4

Standard	
Identified issue	

Improvement plan

Standard	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes



Quality Area 5: Relationships with children

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

Quality Area 5: Standards and elements

Standard 5.1	Respectful and equitable relationships are developed and maintained with each child.	
	Element 5.1.1	Interactions with each child are warm, responsive and build trusting relationships.
	Element 5.1.2	Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.
	Element 5.1.3	Each child is supported to feel secure, confident and included.
Standard 5.2	Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.	
	Element 5.2.1	Each child is supported to work with, learn from and help others through collaborative learning opportunities.
	Element 5.2.2	Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
	Element 5.2.3	The dignity and the rights of every child are maintained at all times.

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

Standard/element	National Law (section) and National Regulations (regulation).	
5.2	section 166	Offence to use inappropriate discipline.
5.1, 5.2	regulation 155	Interactions with children.
5.2	regulation 156	Relationships in groups.
	Related requirements.	

5.1, 5.2	regulation 73	Educational program.
5.1, 5.2	regulation 74	Documenting of child assessments or evaluations for delivery of educational program.
5.1, 5.2	regulation 162(2)(j)	Policies and procedures are required in relation to interactions with children, including the matters set out in regulations 155 and 156.

Strengths

- All individual children are valued along with their cultural background and experiences. These individual experiences are embraced and are used to assist staff to implement a culturally inclusive program with relevant and inclusive learning experiences.
- All staff are accessible to children at all times throughout sessions and to parents/families at the beginning and end of sessions to ensure open communication and positive interactions between staff, children and families.
- ILPs and NEPs are used to plan effectively for each child and provide appropriate structure and scaffolding for children to further develop their knowledge and skills as a learner.
- Children's physical, social and emotional needs are encouraged and supported during play based learning times, intentional teaching times and during large and small group times.
- Children's creative ideas and interests are respectfully used to inform staff to plan relevant learning experiences and to determine possible lines of development in their learning.
- Staff are familiar with implementing the Child Protection Curriculum program.
- Staff respond to all children's interactions positively and are sensitive to all children's individual needs.
- Our preschool provides security and stability to foster children's confidence and resilience through our carefully informed program and familiar routines and transitions.
- Bilingual preschool support is accessed and provided at the centre when required for families.
- Children are encouraged and supported to develop self-help skills and independence such as looking after their belongings, toileting, hygiene and building confidence to communicate to staff and peers to get their needs met.
- Staff participate in children's play episodes and assist children when they need it. Staff acknowledge all children's efforts and encourage children positively and appropriately.



Key improvements sought for QA5

Standard	5.2.3 The dignity and the rights of every child are maintained at all times
Identified issue	Staff to ensure the dignity and the rights of every child are maintained at all times

Improvement plan

Standard	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
5.2.3	Staff to ensure the dignity and the rights of every child are maintained at all times	H	<ul style="list-style-type: none"> - Staff will ensure that children are spoken to appropriately at all times - Children will learn skills and strategies to self-regulate - when the upgrade is complete, staff will regularly check change facilities to ensure privacy of all children is maintained 	- Children's dignity and rights are maintained	Ongoing	In temporary preschool area, staff ensure changing facilities maintain privacy and dignity for all children



Quality Area 6: Collaborative partnerships with families and communities

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

Quality Area 6: Standards and elements

Standard 6.1	Respectful supportive relationships are developed and maintained.	
	Element 6.1.1	There is an effective enrolment and orientation process for families.
	Element 6.1.2	Families have opportunities to be involved in the service and contribute to service decisions.
	Element 6.1.3	Current information about the service is available to families.
Standard 6.2	Families are supported in their parenting role and their values and beliefs about child rearing are respected.	
	Element 6.2.1	The expertise of families is recognised and they share in decision making about their child's learning and wellbeing.
	Element 6.2.2	Current information is available to families about community services and resources to support parenting and family wellbeing.
Standard 6.3	The service collaborates with other organisations and service providers to enhance children's learning and wellbeing.	
	Element 6.3.1	Links with relevant community and support agencies are established and maintained.
	Element 6.3.2	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
	Element 6.3.3	Access to inclusion and support assistance is facilitated.
	Element 6.3.4	The service builds relationships and engages with their local community.

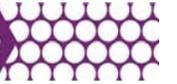


Quality Area 6: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
6.1, 6.2, 6.3	regulation 157	Access for parents.
	Related requirements	
6.1, 6.2	section 172	Offence to fail to display prescribed information.
6.1, 6.2, 6.3	section 175	Offence relating to requirement to keep enrolment and other documents.
6.1, 6.2, 6.3	regulation 73	Educational programs.
6.1, 6.2, 6.3	regulation 74	Documenting of child assessments or evaluations for delivery of educational program.
6.1, 6.2, 6.3	regulation 75	Information about the educational program to be kept available.
6.1, 6.2, 6.3	regulation 76	Information about educational program to be given to parents.
6.1, 6.2, 6.3	regulation 80	Weekly menu.
6., 6.2, 6.3	regulation 86	Notification to parents of incident, injury, trauma and illness.
6.3	regulation 99	Children leaving the education and care service premises.
6.3	regulation 102	Authorisation for excursions.
6.1, 6.2, 6.3	regulation 111	Administrative space (centre-based services).
6.1	regulation 168(2)(k)	Policies and procedures are required in relation to enrolment and orientation.
6.1, 6.2, 6.3	regulation 171	Policies and procedures to be kept available.

**Strengths**

- Detailed information about the preschool is provided online on the school website, and through the Parent Information Handbook.
- Clear and consistent information is given to families about preschool services offered as well as regular newsletters, notes home and notes on the parent notice board.
- Potential new families are given an extensive orientation of the preschool before and upon enrolment to meet staff and familiarise themselves with the centre and facilities.
- Children with specific or additional needs are noted on enrolment and discussed with families as needed.
- We actively seek parent and Governing Council input into our decision making. We currently have a parent representative on the Governing Council.
- We warmly invite families to come into the centre to engage with their child or the program. Staff communicate with parents and families on a daily basis regarding their child and their learning. Children's learning portfolios are available at any time to have a look at with their child or to take home.
- Staff have developed a 'Floor book' for families, staff and children which documents children's weekly learning experiences.
- Families have access to all staff in person or via phone.
- We call upon other services within the community to help enrich the learning experiences provided at the preschool such as the local council and local businesses donating resources.
- We have an extensive transition and relationship with our adjoining school which support children and their families. One afternoon each week is designated to our play based transition program with two junior primary classes. A second afternoon is designated to working with an older buddy class where they act as a mentor to the preschool children.
- Bilingual support staff are used when required to facilitate effective communication between families/staff where English is the family's second home language.
- The preschool works closely with other service providers and DECD to ensure all children are supported appropriately. Families are actively involved in this process.
- DECD preschool opinion survey has been completed by participating families, providing staff with further information to enhance program delivery and identify areas for improvement.



Key improvements sought for QA6

Standard	6.1.2 Families have opportunities to be involved in the service and contribute to service decisions
Identified issue	Staff will engage with the preschool community and provide opportunities for involvement

Improvement plan

Standard	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
6.1.2	Staff will engage with the preschool community and provide opportunities for involvement	H	<ul style="list-style-type: none">- Staff will provide regular opportunities for preschool families to visit the preschool with their child and share their learning and experiences- staff will encourage parents and families to become involved in learning experiences such as cooking, music, arts, sports, reading stories.	<ul style="list-style-type: none">- Preschool families will be involved and informed, and will contribute to preschool decisions	Ongoing	Staff have sent home information to families encouraging involvement in preschool learning experiences

Quality Area 7: Leadership and service management

This quality area of the *National Quality Standard* focuses on effective leadership and management of the service that contributes to quality environments for children's learning and development. Well-documented policies and procedures, well-maintained records, shared values, clear direction and reflective practices enable the service to function as a learning community. An ongoing cycle of planning and review, including engagement with families, creates the climate for continuous improvement.

Quality Area 7: Standards and elements

Standard 7.1	Effective leadership promotes a positive organisational culture and builds a professional learning community.	
	Element 7.1.1	Appropriate governance arrangements are in place to manage the service.
	Element 7.1.2	The induction of educators, co-ordinators and staff members is comprehensive.
	Element 7.1.3	Every effort is made to promote continuity of educators and co-ordinators at the service.
	Element 7.1.4	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.
	Element 7.1.5	Adults working with children and those engaged in management of the service or residing on the premises are fit and proper.
Standard 7.2	There is a commitment to continuous improvement.	
	Element 7.2.1	A statement of philosophy is developed and guides all aspects of the service's operations.
	Element 7.2.2	The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement.
	Element 7.2.3	An effective self-assessment and quality improvement process is in place.
Standard 7.3	Administrative systems enable the effective management of a quality service.	
	Element 7.3.1	Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements.
	Element 7.3.2	Administrative systems are established and maintained to ensure the effective operation of the service.
	Element 7.3.3	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.
	Element 7.3.4	Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner.

Element 7.3.5	Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.
---------------	---

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

Standard/element	National Law (section) and National Regulations (regulation)	
7.1.5	section 12	Applicant must be fit and proper person (provider approvals)
7.1.5	section 13	Matters to be taken into account in assessing whether a fit and proper person (provider approvals)
7.1.5	section 21	Reassessment of fitness and propriety (provider approvals)
7.1.5	section 109	Matters to be taken into account in assessing whether fit and proper person
7.3.1	regulations 158-162	Attendance and enrolment records
7.1.5	regulation 163	Residents at family day care residence and family day care educator assistants to be fit and proper persons
7.1.5	regulation 164	Requirement for notice of new persons at residence
7.3.1	regulation 167	Record of service's compliance
7.1.1, 7.3.1, 7.3.4, 7.3.5	regulations 168-172	Policies and procedures
7.3.1	regulations 173-176	Information and record-keeping requirements
7.3.1	Regulations 177-180	Prescribed records
7.1.1	regulations 181--184	Confidentiality and storage of records

Strengths

- The leadership structure at our preschool is a collaborative approach with all staff committed to continuous improvement. All staff are actively involved in decision making processes.
- Leaders delegate responsibilities effectively to enhance staff skills and abilities.
- Leaders collect and review data to ensure improvements are created and sustained.
- Leadership and staff uphold confidentiality in every instance.
- All staff and volunteers undertake a comprehensive induction process.
- All staff, volunteers and Governing Council members have the appropriate qualifications and training to work with young children.
- All staff qualifications and verifications are kept on site at the preschool.
- The Quality Improvement Plan is made available to all staff and families.
- The learning program is on display and all staff have input into the program.
- Curriculum methodology is kept up to date and reflects new ideas and pedagogy.
- A pool of appropriate relief staff has been developed to ensure consistency and familiarity with preschool routines for staff as well as the children and families.
- All staff have a documented Performance Development plan in place. Individual goals are aligned to improvement priorities.
- Profession Development and training is provided regularly for staff to practice and develop their current skills and learn new ideas to implement.
- All records are stored appropriately and confidentially. Archiving is done in accordance with DECD protocols.
- All staff have access to own computer, log in and passwords.
- Effective management and administrative systems are in place to support the management of our service such as the use of Early Years System (EYS) to record and manage enrolment and attendance data.

Key improvements sought for QA7

Standard	
Identified issue	

Improvement plan

Standard	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes