



# North Ingle Preschool Quality Improvement Plan 2017





## Service details

<b>Service name</b>	<b>Service approval number</b>
North Ingle Preschool	
<b>Primary contact at service</b>	<b>Nominated Supervisor</b>
<b>Dina Zunis</b>	Name: Dina Zunis Telephone: 8264 7498 Fax: 8396 1778 Email: Dina.Zunis504@schools.sa.edu.au
<b>Physical location of service</b>	<b>Physical location contact details</b>
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
<b>Approved Provider</b>	
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		2.45pm	11.45 am	2.45 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 Friday mornings between 9-11am.

### **How are the children grouped at your service?**

Children attend 15 hours per week of Preschool, over two and a half days on Tuesday, Wednesday and Thursday.

Children attend all 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

<b>Standard 1.1</b>	<b>An approved learning framework informs the development of a curriculum that enhances each child's learning and development.</b>	
	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.
<b>Standard 1.2</b>	<b>Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.</b>	
	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 is reflected in program plans, term overviews, assessment and reporting processes such as formative reports, ILPs, NEPs, summative reports, annotated work samples and learning stories in each child's learning portfolio. Links are created between the Early Years Learning Framework and children's learning experiences.
- Staff develop strong positive relationships with children and families; supporting children's wellbeing, social, emotional and cognitive needs. Positive relationships are crucial in developing a strong sense of security, belonging and a willingness to take risks to become confident learners.
- Children's sense of agency is supported by providing children with long uninterrupted blocks of play allowing time to explore, socialise and acquire new skills and dispositions for learning. Staff use everyday interactions with children to gauge children's strengths, knowledge and abilities which is then incorporated into the learning program.
- Staff notice and respond to emergent trends during play and modify the learning environment and experiences as required. Each child's learning is extended and supported by intentional teaching of individuals or small groups.
- A visual timetable is used as reference for children and families. Our timetable embeds familiar and predictable routines, allowing for flexibility, self-directed play and exploration, and short structured whole or small group experiences.
- Our curriculum reflects input from educators, children and families. Children's interests and interests of families are incorporated into the cycle of planning and programming. Some activities are planned by staff, and are informed by children's agency/observations and staff

	<p>discussions/reflections. Children have access to a wide range of activities and equipment in the indoor and outdoor areas. Families have access to learning programs at any time.</p> <ul style="list-style-type: none"> <li>• Each child's learning is tracked and monitored. Observations and data are collected and used to inform individual learning goals which are reviewed and updated each term. Children's learning stories and relevant milestones are collected and placed in individual portfolios, accessible to families at any time and are available to take home and return to preschool. Portfolios demonstrate each child's learning and achievements throughout their time at preschool.</li> <li>• Daily debriefing and weekly staff meetings are times 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 part of the planning cycle.</li> <li>• The Preschool works closely with DECD Speech Pathologists and Special Services to refer and provide appropriate support to children with additional needs. We also work weekly with a DECD Bilingual Support Services Officer.</li> </ul>
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## Key improvements sought for QA1

<b>Standard</b>	1.1.6 Each child's agency is promoted, enabling them to make choices and decisions to influence events and their world.
<b>Identified issue</b>	To ensure that student voice is promoted and encouraged to actively engage children in the learning program.

<b>Standard</b>	1.2.1 Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.
<b>Identified issue</b>	Staff to improve ways of collecting and documenting relevant information that can be used as part of the ongoing cycle of planning, documenting and evaluating

<b>Standard</b>	1.2.3 Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.
<b>Identified issue</b>	To ensure that staff critically reflect on educator practice and each child's learning and development. This is a focus within the Montague Partnership.

## 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
1.1.6	Student voice will be incorporated into the learning program to support each child's agency	H	<p>Provide children with greater opportunities to make their own choices and decisions in their learning</p> <p>Staff will engage in regular conversations with families and children. Conversations and observations will inform planning and programming</p>	<p>Greater engagement and involvement of children individually and in groups</p> <p>Student voice will be documented in observations, displays, learning stories and individual portfolios</p> <p>Student voice will be used to inform planning and programming</p>	Ongoing	
1.2.1	Children's learning and development is documented, assessed and used to plan and evaluate learning.	H	<p>Staff to trial new ways of collecting and documenting relevant information that can be used as part of the ongoing cycle of planning, documenting and evaluating</p> <p>Staff will revise the end of year summative report</p>	<p>Staff will use this data to inform planning and programming</p> <p>Summative report will reflect this process</p>	Ongoing	
1.2.3	Staff will critically reflect on practice, and each child's learning and development	H	<p>Staff will engage in professional learning through Pupil Free Days and Professional Learning Communities to reflect on quality educator practice and child learning through exploring an inquiry question</p> <p>Staff will continue to use the Involvement Scales to reflect on child learning and engagement</p>	<p>Improved learning outcomes for all children</p> <p>Staff will use the RRR data to critically reflect and seek ways of improving learning and involvement for each child</p> <p>Staff will use reflections to inform planning and programming – reflected in observations, anecdotal notes, journals, staff meeting minutes and fortnightly program</p>	Ongoing	



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

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

### Quality Area 2: Standards and elements

<b>Standard 2.1</b>	<b>Each child's health is promoted.</b>	
	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.
<b>Standard 2.2</b>	<b>Healthy eating and physical activity are embedded in the program for children.</b>	
	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.
<b>Standard 2.3</b>	<b>Each child is protected.</b>	
	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**

- The daily routine provides long periods of uninterrupted play with group times and activities catering to both active and quiet experiences with designated areas for both. We provide a variety of physical activities in our program both planned and spontaneous such as group games, music and movement, and games encouraging gross motor development through fundamental movement skills. We also provide quiet/calming group times and experiences through music and movement, yoga, story times, creative and fine motor activities. Restful areas are provided such as the reading nook with cushions, blankets and calming materials, and our family nook containin a cosy lounge. As part of children's health and safety, the Child Protection Curriculum is incorporated into our program.
- 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. Written risk assessments are completed and documented when needed. Staff refer to the Risk Assessment Scale.
- We have developed a healthy eating policy at our preschool and this is modelled daily by staff. This is promoted to our families by providing them with relevant information as part of our enrolment pack regarding healthy snacks for fruit time, rolling snack times and lunch eating times. Children are involved in hygiene and healthy eating discussions on a daily basis. Healthy eating is promoted on site by our fruit and vegetable gardens which children share responsibility for. This promotes awareness of how foods are grown, prepared and eaten.
- All staff are trained in Reporting Abuse and Neglect. Training is kept up to date as required to ensure all staff are aware of roles, responsibilities and procedures.
- All staff have up to date First Aid training. A first aid book is utilised daily by staff to record and document medication management, accidents or injuries for children and staff. We have processes in place to pass on any first aid incidences promptly to parents/caregivers.
- An up to date list of medical conditions and allergies are documented and displayed in the First Aid cupboard. Children's medical plans and medications are checked regularly by staff each term for updates or use by dates. A copy of this information is kept on display in the office and TRT and Staff Induction folders.
- Children are explicitly taught safety protocols and routines such as not going outside without a supervising staff member and moving safely indoors and outdoors. Visual cues are used to reinforce safety in relevant areas, such as cones, flags, stop signs and red tape. These are regularly discussed with children.
- Sun safe practices are modelled and embedded e.g. applying sunscreen and putting on a hat before outside play in hot/sunny weather as guide by our SunSmart policy.
- Children are taught the protocols and routines of emergency procedures regarding invacuations and evacuations. Procedures are practised with the school twice each term.
- Routines and hygiene practices for eating times are explicitly modelled and taught by staff. This is embedded into our daily routine before any handling of foods. To reinforce these daily practices, visual cues are displayed in the toilet and handwashing areas.

- Staff ensure that all areas are maintained and clean by cleaning tables before eating times, and regularly checking the toilet area. The toilet area is wiped down by a staff member at lunch time such as wiping basins, soap dispensers, mirrors, and floors as required.
- All families are asked to provide a copy of their child's immunisation history to be sighted by a preschool staff member. A record is kept for future use in case of an outbreak of illness.
- We maintain staff to child ratios at all times and ensure adequate supervision of children at any given time both indoors and outdoors, including teaching and SSO staff.
- Practices are in place to ensure the safety of all children at pickup times. Children are dismissed one by one at the end of the session to ensure each child is matched with a parent/caregiver. A white board is available near the entrance to record any changes to pick ups, e.g. when a child is being picked up by another family member/friend or going to OSHC.

## Key improvements sought for QA2

<b>Standard</b>	2.1.4 Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines.
<b>Identified issue</b>	Not all families have provided evidence of their child's immunisation records. Staff to implement 2017 DECD procedure, 'Protecting children against vaccine preventable diseases'

## 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
2.1.4	To control the spread of infectious diseases to the Preschool and School community	H	<p>Send an information letter out to families explaining the new DECD policy and procedure, requesting to sight each child's immunisation records.</p> <p>Adhere to exclusion of children as outlined in the policy, if necessary.</p> <p>Request all records be sighted by the end of Term 2.</p> <p>Include a request for immunisation records to be sighted for future enrolments in 2018</p>	<p>All families will have provided evidence of their child's immunisation records. This will be documented by Preschool staff.</p> <p>Letter of request will be included in the enrolment pack for 2018.</p>	<p>End of Term 1</p> <p>End of Term 2</p>	

## Quality Area 3: Physical environment

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

### Quality Area 3: Standards and elements

<b>Standard 3.1</b>	<b>The design and location of the premises is appropriate for the operation of a service.</b>	
	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.
<b>Standard 3.2</b>	<b>The environment is inclusive, promotes competence, independent exploration and learning through play.</b>	
	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.
<b>Standard 3.3</b>	<b>The service takes an active role in caring for its environment and contributes to a sustainable future.</b>	
	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**

- Our Preschool building has been recently redeveloped and opened beginning of Term 3. Our Preschool environment meets NQS safety standards with adequate indoor floor space, carpeted and vinyl flooring. Child and disabled/adult toilets are located inside the Preschool with windows to maintain adequate supervision and safety. Our yard fencing has been replaced by higher fences and higher latches to ensure the safety of children at all times. We have access to an outdoor undercover area with both fans, heating panels and café blinds for adequate and suitable use all year round.
- Both indoor and outdoor environments are aesthetically pleasing and inviting. Both areas have been adapted to provide stimulating spaces and experiences for children to explore and discover. Children have access to a wide range of natural, man made and sensory materials in their play.
- We have a Family Nook in our Preschool to promote a sense of belonging for all families. This is a space for families to spend time with their child at pick up or drop off times and engage in a story, puzzle, quiet activity, or to browse their portfolios. Additionally we have a Family display containing collaborative family and child input. We have a Family Tree with photographs of children's loved ones, and a Family Values star for each child. This develops a sense of belonging for all our children and families. This area along with our cosy reading nook provides children with a quiet rest area when needed.
- 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. 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. Children have safe access to a tap outdoors for water play.
- 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 outdoors provides areas for digging in the digging patch or experimenting in our mud kitchen. 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.
- 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 and harvesting fruits and vegetables.
- Children are involved in daily sustainability practices using colour designated recycling, food scraps and waste bins. Children share responsibility for the daily upkeep of our Preschool worm farm. All food scraps are reused as worm food, or chicken feed. Staff and children regularly engage in discussions regarding sustainability practices.
- 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.

- Preventative maintenance checks are scheduled regularly throughout the year. All resources/furniture/fittings and fences are checked once a term for safety, wear and tear. Risk assessments are completed and documented when necessary.
- Our preschool is located on the North Ingle Primary School campus. We have the opportunity to share facilities and resources such as the library, hall, playground, oval and learning materials.

## Key improvements sought for QA3

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

## 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
3.2.1	To further develop the Preschool outdoor area to provide more opportunities for children to explore natural environments	H	<p>Expand digging patch</p> <p>Add a new mud kitchen</p> <p>Establish a new garden area – native plants, vegetable patch</p> <p>Establish a sustainable outdoor water source easily accessible by children</p> <p>Staff to correspond with local businesses and local council for resources and materials</p>	<p>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 children.</p> <p>The outdoor environment will support sustainability practices</p>	<p>Ongoing</p> <p>End of Term 4</p>	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

<b>Standard 4.1</b>	<b>Staffing arrangements enhance children's learning and development and ensure their safety and wellbeing.</b>	
	Element 4.1.1	Educator-to-child ratios and qualification requirements are maintained at all times.
<b>Standard 4.2</b>	<b>Educators, co-ordinators and staff members are respectful and ethical.</b>	
	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.
	<b>Related requirements</b>	
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**

- Staff to child ratios are met and maintained at all times, as are qualification requirements, e.g. First Aid, Responding to Abuse and Neglect training, and ongoing Professional Development Learning.
- All staff have access to professional development learning opportunities to continually improve practice and develop new skills. Staff work collaboratively with other Preschool staff within our partnership to engage in ongoing professional learning.
- To ensure continuity of staff, a regular pool of relief staff of teachers and SSOs are utilised to maintain a consistent experience for children and families, promoting positive relationships and continuation of familiar routines. A Temporary Relief Teacher folder is available for all relief staff which includes all relevant preschool and child information and site procedures. A staff induction folder is available with all relevant preschool information for new staff. All folders and documents are updated termly. Extra staff are utilised when required such as extra preschool support or excursions to ensure correct adult to child ratios are maintained.
- Additional Staffing is targeting to children with additional needs. Preschool staff work closely with additional SSO's and BSSO's - Bilingual School Services Officers on a daily basis.
- Staff are guided by the Teacher Registration Board and the AITSL Professional Standards for Teachers and the SA Government Code of Ethics.
- Staff work together as a strong collaborative team. We support one another communicate regularly with each other in respectful and meaningful ways, and build upon each other's' strengths. We all contribute to the learning program, observations, data collection and assessment of children. Preschool staff have a designated staff meeting time each week. Minutes and agendas are recorded and documented.
- All staff are involved in decision making processes alongside leadership and the preschool Governing Council parent representative. Staff roles and responsibilities are displayed on site. The Preschool staff work collaboratively with each other to share roles and responsibilities.
- Our Parent notice board informs families 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 at all times, and confidentiality is maintained.

**Key improvements sought for QA4**

<b>Standard</b>	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.
<b>Identified issue</b>	Educators within the Montague Partnership are working collaboratively on an identified learning focus to positively influence outcomes for every child.



## 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
4.2.2	Working collaboratively with Preschools within the Montague Partnership, focussing on educator practice, critical reflection and children's numeracy outcomes.	H	<p>Staff will engage in professional learning at site level, Pupil Free Days and Professional Learning Communities with educators within the partnership.</p> <p>Partnership Numeracy Inquiry:  <i>How do we assist children to gain confidence in their ability to explore, hypothesise and make mathematical choices and connections in their play?</i></p>	<p>Increased collaboration between educators within the Montague Partnership to develop common understandings and improve practice</p> <p>Improved engagement and learning outcomes for all children</p>	Ongoing	Staff have engaged in professional learning during Pupil Free Days and Professional Learning Communities



## Quality Area 5: Relationships with children

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

### Quality Area 5: Standards and elements

<b>Standard 5.1</b>	<b>Respectful and equitable relationships are developed and maintained with each child.</b>	
	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.
<b>Standard 5.2</b>	<b>Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.</b>	
	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

<b>Standard/element</b>	<b>National Law (section) and National Regulations (regulation).</b>	
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.
	<b>Related requirements.</b>	

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

- Staff build positive and genuine relationships with children and their families. We maintain a welcoming, safe, respectful, friendly and supportive atmosphere, promoting a sense of belonging for all in our centre. These strong positive relationships help to develop positive self-worth, belonging, and group cohesion in our community.
- Our Preschool provides security and stability to foster children's confidence and resilience through our carefully informed program and familiar routines and transitions. We have routines in place to ensure a sense of belonging for all children from their first day, both those starting at the beginning of the year, and those entering throughout the year. We provide name labels for cubbies and bag hooks before the children arrive. We add photographs and child/family experiences on our family tree, and family display area.
- 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. Staff implement the Child Protection Curriculum into the program, as well as the Program Achieve social and emotional program which encourages confidence, organisation, persistence, emotional resilience and getting along.
- Staff participate in children's play episodes and assist children when they needed. We acknowledge all children's efforts and respond to all children's interactions positively and are sensitive to all children's individual needs. Staff explicitly teach the language of negotiating and turn taking, modelling and encouraging skills and strategies for self-regulation. 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.
- All individual children's rights and efforts 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. 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.
- 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. We use a Floor Book to share with families and children, showing the learning experiences each week. Children share ownership and have regular input to the Floor Book.

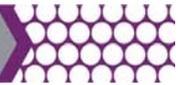
- Bilingual preschool support is accessed and provided at the centre when required for families.
- ILPs and NEPs are used to plan effectively for each child and provide appropriate structure and scaffolding for children to further develop their knowledge and skills as a learner.

## Key improvements sought for QA5

<b>Standard</b>	5.2.2 Each child is supported to manage their own behaviours, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts
<b>Identified issue</b>	Children need support to develop skills in negotiating, sharing, turn taking and conflict resolution.

## 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
5.2.2	Children to develop skills in negotiating, sharing, turn taking and conflict resolution.	H	<p>Staff will explicitly teach, model and reinforce sharing negotiating, turn taking and conflict resolution through discussions, games and role play in individual, small and whole group situations.</p> <p>Children will learn skills and strategies to self-regulate</p> <p>Visuals and social stories will be used to further support children</p>	<p>Children will become confident and able to resolve conflict and interact positively with peers</p> <p>Less conflict as children learn to manage their own behaviours through developing skills and strategies to self-regulate.</p>	Ongoing	



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

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

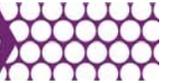
### Quality Area 6: Standards and elements

<b>Standard 6.1</b>	<b>Respectful supportive relationships are developed and maintained.</b>	
	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.
<b>Standard 6.2</b>	<b>Families are supported in their parenting role and their values and beliefs about child rearing are respected.</b>	
	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.
<b>Standard 6.3</b>	<b>The service collaborates with other organisations and service providers to enhance children's learning and wellbeing.</b>	
	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.



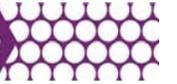
## Quality Area 6: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
6.1, 6.2, 6.3	regulation 157	Access for parents.
	<b>Related requirements</b>	
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

- Positive relationships start at the pre enrolment process of a meet and greet, and guided tour of the school and preschool by our Principal. New families are introduced to preschool staff and are encouraged to venture around the preschool to familiarise themselves with our centre facilities, staff and children. We provide families with an enrolment pack containing Preschool and relevant School information. Detailed information about the Preschool is provided online through the school website, and through the Parent Information Handbook. A Preschool Policies Folder and a hardcopy of the Parent Handbook is kept by the Preschool entrance for parents to access at any time.
- To ensure regular and open communication, clear and consistent information is given to families about preschool services offered as well as regular newsletters, notes sent home and information displayed on the family/community notice boards. Staff communicate with parents and families on a daily basis regarding their child and their learning. Staff are approachable and friendly, and are available to families through informal chats, scheduled meetings, and via email or phone.
- We value families input into our program. When new families join our Preschool we direct them to our family tree and family displays. We encourage all families to have input to these to foster a sense of belonging. We formally seek family feedback by using the DECD preschool opinion survey to provide staff with further information/suggestions to enhance the program and identify areas for improvement.
- Families are encouraged to engage in an activity with their child at drop off times. We have designated spaces such as the 'Family Nook' and 'Reading Nook' areas. Children's learning portfolios are available at any time to have a look at with their child or to take home. Families are encouraged to browse and write comments on our Floor Book which shows our Preschool learning experiences each week.
- Children with specific or additional needs are noted on enrolment and discussed with families as needed. The Preschool works closely with DECD and other agencies such as Speech Support, Bilingual Support, Psychologists, Occupational Therapists etc to ensure all children are supported appropriately. Families are actively involved throughout these processes. We encourage families to use the early entry process to ensure smooth and secure transitions to Preschool, for Aboriginal, EALD and special needs enrolments.
- We have an extensive transition and relationship with our adjoining school which support children and their families. We participate in a weekly play based transition program with junior primary classes, and work with an older buddy class where they act as a mentor to the preschool children. This ensures a smooth transition once starting school as our children become familiar with school students, classroom/school spaces and school teaching staff.
- We actively seek parent and Governing Council input into our decision making. We currently have two parent representative on the Governing Council.
- We liaise with other services within the community such as the local council and local businesses to help enrich the learning experiences through donating resources, providing services and information, or by personally visiting our Preschool.
- A weekly Playgroup session is offered as a service for families with younger children, both within our community, and new to our community. This develops strong links with the preschool environment to assist in a smooth transition to preschool.



## Key improvements sought for QA6

<b>Standard</b>	6.1.2 Families have opportunities to be involved in the service and contribute to service decisions
<b>Identified issue</b>	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	Families will contribute to the learning program and have input into service decisions	H	<p>Staff will actively seek family input/feedback to service decisions e.g. learning program, development of the indoor/outdoor areas, fundraisers.</p> <p>Staff will provide regular opportunities for preschool families to visit the preschool with their child and share their learning and experiences</p> <p>Staff will encourage parents and families to become involved in learning experiences such as cooking, music, arts, sports, reading stories.</p>	<p>Staff will collect and collate family responses to consider and incorporate where appropriate.</p> <p>Preschool families will be involved and informed, and will contribute to preschool decisions</p>	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

<b>Standard 7.1</b>	<b>Effective leadership promotes a positive organisational culture and builds a professional learning community.</b>	
	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.
<b>Standard 7.2</b>	<b>There is a commitment to continuous improvement.</b>	
	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.
<b>Standard 7.3</b>	<b>Administrative systems enable the effective management of a quality service.</b>	
	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.
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## 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. Leadership and staff uphold confidentiality in every instance.
- Leaders delegate responsibilities effectively to enhance staff skills and abilities.
- Leaders collect and review data to ensure improvements are created and sustained.
- All staff, volunteers and Governing Council members have the appropriate qualifications and training to work with young children. All staff and volunteers undertake a comprehensive induction process.
- All staff qualifications and verifications are kept on site at the preschool.
- The Quality Improvement Plan is made available to all staff and families.
- 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

<b>Standard</b>	7.2.3 An effective self-assessment and quality improvement process is in place.
<b>Identified issue</b>	Leadership and staff have identified the need for a clear handover process of student records and reports when transitioning from Preschool to Reception.

## 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
7.2.3	A clear handover process of student records and reports when transitioning from Preschool to Reception will be established.	H	<p>Leadership, Preschool staff and Reception teachers will discuss what information needs to be included during the handover process.</p> <p>Preschool staff will be allocated time towards the end of term 4 to meet with respective class teachers to have these conversations.</p>	There will be clear processes in place for handing over relevant information to Reception teachers.	End of Term 4	