# Front Cover

Australian Children's
Education & Care
Quality Authority

**Appendix 2:**
Quality Improvement Plan template

OCTOBER 2011

# ICC Quality Improvement Plan

I have decided to complete our QIP using this OneNote Software. I find it is the easiest program I have encountered that will allow me to make this a living document in which I can easily add notes, photos, evidence and other information to show how ICC is always working towards our QIP and goals and other items we identify that need improving.

To ensure I was not breeching any requirements by not using the specified QIP template, I wrote to ACEQCA and asked them if I was able to use my own format. I was told this is fine as long as it has all the components that are included in ACEQCA template.

Dear Kelly

Thank you for your call.

You can develop your Quality Improvement Plan (QIP) in any format as long as it covers all of the requirements. You do not have to use the QIP template on the ACECQA website.

I hope this information is helpful.

We welcome feedback on our customer service. Please click here to fill in a short survey.

**Kind regards**
**Lyndsay**
**The ACECQA Team**
**d 1300 422 327**

**e enquiries@acecqa.gov.au**

**w www.acecqa.gov.au**

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The first part of our reflection and review on the quality areas included review using the Guide the NQS. We went through each element and identified our strengths and identified areas in which we could improve or tasks that needed to be completed.

THE KEY:
Where are we now?
What does ICC do well? - Green sections

Where to from here?
What do we need to implement?- Yellow sections!

# Required information from ACECQA

# Service details

| Service name | Service approval number |
|---|---|
| Inner City Care Childcare Centre | |
| **Primary contact at service** | |
| **Cally Condliffe** | |
| **Physical location of service** | **Physical location contact details** |
| Street: 700 Harris Street<br>Suburb: Ultimo<br>State/territory: NSW<br>Postcode: 2007 | Telephone: (02) 8333 1114<br>Mobile:<br>Fax: (02) 8333 1663<br>Email: director@innercitycare.com.au |
| **Approved Provider** | **Nominated Supervisor** |
| Primary contact: Inner City Care (Darlinghurst) Ltd<br>Telephone: (02) 8333 1114<br>Mobile:<br>Fax: (02) 8333 1663<br>Email: director@innercitycare.com.au | Name: Cally Condliffe<br>Telephone: (02) 8333 1114<br>Mobile:<br>Fax: (02) 8333 1663<br>Email: director@innercitycare.com.au |
| **Postal address (if different to physical location of service)** | |
| Street:<br>Suburb:<br>State/territory:<br>Postcode: | |

# Operating Hours

## 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** | 7.30am | 7.30am | 7.30am | 7.30am | 7.30am |  |  |
| **Closing time** | 6.30pm | 6.30pm | 6.30pm | 6.30pm | 6.30pm |  |  |

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

We are a small inner city service operating in a diverse inner city location, we have access to amazing resources and experiences through the dedication and involvement of our families in our service, families work together with ICC educators in order to provide a high quality care and educational service for our children, families and our community. ICC educators are proud of the relationships we have established over many years with our children and families, our open, informal and honest communication creates a trusting and supportive partnership between the home and the Centre providing consistency and continuity of care for children.

ICC educators are valued and supported, professional development and training is always encouraged and educators enjoy a range of above award conditions and salary, educators share a sense of belonging to our service too and this ensures qualified and passionate educators are employed for long periods of time. The average ICC educator has been employed at the service for 5 years and often more! Our educators share their own passions, skills and interests with children, families and each other and ICC educators are passionate, dedicated and we ensure a through recruitment process is conducted in order to always find the perfect educator for ICC. ICC uses a pool its own of relief staff, carefully selected and utilised to ensure continuity of care for children when their familiar educator is absent. Our rosters are planned to ensure continuity of care for children while also meeting the needs of educators. ICC has ensured all staff have been qualified and we were working at a 1:4 ratio, before the regulations caught up for years!

We are a very multi-cultural service with many staff, families and children coming from diverse backgrounds and cultures. We have a range of experiences supporting children's language learning, we pride ourselves on ensuring every child and their family feel a sense of belonging and feel connected to our service using a variety of strategies. Being located in the Australian Broadcasting Corporation building also has many advantages, we have access to resources and planned ABC experiences such as NAIDOC week celebrations, we have the added bonus of being able to utilise a security department if needed and many of our building maintenance is conducted by the ABC each year. We are located in walking distance of some of Sydney's most meaningful learning experiences and places for children, we have developed professional relationships over time with The Powerhouse, The Australian Museum, The Aquarium and many more places and locations in and around our service in the community.

We are proud of the menu provided for children, our current cook has been employed at the service for over 7 years and in this period children and parents have communicated their love for Abi's cooking. Abi's meals are nutritious and cater for the tastes, preferences and needs of our children and families each year. Many families throughout the years have asked for Abi's advice when preparing meals in their homes.

How are the children grouped at your service?

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

Nominated Supervisor - Cally Condliffe

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

No. of educators:_____

# Inner City Care Philosophy

Our Centre Philosophy is updated every year in consultation with educators and families.
We review the Philosophy at the beginning of each year during the Staff Development Day.
Parents and families are sent the Philosophy via email and asked for suggestions and comments.

**Inner City Care Philosophy,** August 2012…

From birth children are establishing themselves as social beings, first as members of their immediate family and then as members of a larger community.

**Image of Children** – "There is no second chance at childhood. It comes and goes quickly. The growing child cannot wait until he is older for the things he needs now. Later will be too late." (D.B. Boguslawski, 1975).

Our image of the child portrays young children as human beings with many skills, talents and abilities. They are and should always be encouraged to be active and powerful contributors to their own learning and development, thus helping them achieve their latent potentials. The relationships children encounter early on and throughout their lives, lay the foundation for their lifelong learning. Children need to "feel a sense of belonging, see themselves as being valuable members of the community, see themselves as unique and powerful human beings, learn that working together is a good way of generating new ideas, making progress, being creative and solving problems." (NSW Curriculum Framework). We believe children need to be responded to with warmth, respect and love which will engender reciprocal feelings of trust, security, respect, belonging and love.

We believe children learn from play and from playing with children of their own age, as well as with younger and older children in a variety of grouping situations. It is also important for children to be able to play and learn alongside adults who can facilitate and experience the journey with them.

**National Quality Framework** – We are committed to implementing the National Quality Framework, National Regulations and the National Quality Standards to ensure our Centre strives for quality at all times.

**Learning Programme** – Our Centre uses the Early Years Learning Framework to guide our programming and planning for children's learning. We incorporate the documents values and outcomes into our Centre programs to ensure all children are working towards the same overall outcomes to learning during their time at our Centre. The document encourages staff and families to work in partnerships in order to achieve learning outcomes for children, our Centre values home learning and experiences as important and strive to extend home learning in the Centre environment.
A homelike environment is a base for the children's experiences and we believe the Centre environment should reflect a sense of consistency between home, the wider community and the Centre. We believe it is important to provide a self-directed play-based curriculum, which intrinsically motivates children to explore and discover their environment. We strive to achieve an appropriate balance between structured and free play whilst keeping a flexible attitude to cater to children's individual and daily needs.

The child's development and learning is investigated and observed by staff in regards to the outcomes stated in the Early Years Learning framework and also the developmental areas of: sense of self, the social child, the communicating child, the thinking, investigative, exploring, problem-solving child, the healthy, active, physical child, the feeling child, the creative child and the spiritual and moral child. Staff plan for each developmental area by observing children, planning experiences and setting up environments to cater for these areas of development both indoors and out.

**Community and Communication** – We are committed to the provision of community and family based child care; informed by early childhood professionals to reflect a sound knowledge base. We encourage reciprocal communication with families and the wider community. Communication should reflect a right to knowledge and an understanding of the Centre and related issues. We also believe our relationships with families are ones of mutual respect and by sharing ideas and experiences in an open and honest manner we can further promote children's well-being and development.

**Family Needs** – We believe Inner City Care is an extension of home and a real part of extended family experience. Children's families are the most important influences in their lives and development. Thus as a successful service we must promote and maintain meaningful family involvement which helps us all develop a holistic picture of each individual child. We believe all members of the Centre community are equal in their interactions with the Centre.

**Roles of Early Childhood Professionals** – We at Inner City Care are committed to continual learning and improvement. We are constantly reflecting and evolving as we take into account current practice such as the Early Years Learning Framework, current infant brain research and the concept of an Emergent Curriculum. Inner City Care early childhood professionals develop and maintain comprehensive documentation of each child's time at the Centre which reflects each child's developmental growth, relationships and achievements of life long learning skills. We believe early childhood professionals create many opportunities for children's learning by encouraging children to think, act and create for themselves. We also believe the environment itself is one of our greatest teaching tools. We believe early childhood professionals need to guide

rather than always instruct to provide a flexible curriculum based on children's needs and interests.

We believe in the importance of staff team consistency as this offers security, familiarity, love and trust to all members of the Centre community. Inner City Care early childhood professionals represent a diversity of education, training, cultural backgrounds and life experience. We strive to maintain better working conditions and incentives which reflect the real value of our professional team. We are also committed to ongoing staff development and interpersonal development training. We believe all early childhood professionals need to be respected as individuals and also as valuable members of our team and the whole profession.

Developed by the ICC staff team, parents and the Management Committee in August 2005.

Reviewed by the staff team, parents and Management Committee in February 2007. Then reviewed again in March 2008 – changes made to include a reference to learning for the school environment. During 2008 the Management Committee are also researching how to make the Philosophy made into more family friendly language.

Reviewed and updated by staff, families and Management Committee in April 2011 – changes made to include reference to the Early Years Learning Framework 2010.
Reviewed and updated by staff, families and Management Committee 2012 - changes made to include the National Quality Framework.

Resources: previous ICC Philosophy, Kelly's Place Children's Centre Philosophy, NSW Curriculum Framework, EYLF, National Quality Framework.

# 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 |

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

2010 ICC implemented the EYLF Document, our documentation was used to support other services start their own EYLF implementation.
2010 All staff attended training on EYLF as a team delivered by Community Childcare Co-Op
2011 Director attended EYLF National Conference - (Semann and Slattery and Children's Services Central).

An ICC Centre strength is relationships, ICC Staff identify each child's interests, needs, abilities and challenges and in regular consultation with parents and caregivers, this information informs planning and programming within the Early Years Learning Framework.

How do we ensure our routines and experiences are child-focused rather than adult-focused?

How can we improve the ways in which we engage children in making decisions about their own learning?

25/9/12
At our staff meeting we critically reflected by discussing the highlighted yellow questions Cally identified on Quality area 1 and 2.

- Q) How do we ensure routines and experiences are child-focused rather than adult focused?
- R) Strong communication processes between staff and staff and parents and staff,
  Having a trained team of professional educators that have had many years experience observing and interpreting young children's behaviours and cues. Also listening to the conversations and language of older children and their preferences and requests.
  Being flexible enough to change daily routines and programs to suit the daily needs of children.
- Q) How can we improve the ways in which we engage children in making decisions about their own learning?
- R) Ask children questions about their preferences for play and experiences, involving children in the evaluation process, observing children's play and experiences.
  Cally had an idea of including the front room children in the annual ordering for the outdoor area. Group time discussions etc.

# 1.1.1 Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with the community, wellbeing, confidence as learners and effectiveness as communicators.

Monday, 20 August 2012
12:25 PM

Observations we need more of!
- Children expressing emotions, thoughts and views constructively
- Exploring identity through role play
- Expressing opinions in matters that effect them
- Being empowered to make choices and decisions
- Children working in small groups
- Children moving confidently and safely
- Children being curious and enthusiastic participants in their own learning
- Using play to investigate ideas and imagine
- Educators providing experiences that promote investigation of ideas, concepts, complex thinking, reasoning and hypothesising
- Children conveying and constructing messages with purpose and confidence
- Educators extending and consolidating children's communication by singing, modeling, conversations etc..

## 1.1.2 Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.

Monday, 20 August 2012
12:41 PM

Viewing children as active participants and decision makers in their own learning!

More observations of:
- Educators talking and listening with children for long periods of time
- Demonstrating flexibility in changing routines to suit individual needs
- Children revisiting past projects, how do we provide this opportunity for children within the limitations of our environment?

# 1.1.3 The program, including routines, is organised in ways that maximise opportunities for each child's learning.

Monday, 20 August 2012
12:47 PM

- Collect observations of children understanding and being aware of daily routines and expectations
- Using routines to plan smooth transitions
- Children participating collaboratively in daily routines
- Opportunities for enhanced learning during routines
- Educators utilising routines to interact and build attachment with babies
- Educators using routine times to undertake intentional teaching
- Seeking opportunities for spontaneous learning to occur within routines
- How do we minimise the times during which children are expected to do the same thing at the same time?


25/9/12

# 1.1.4 The documentation about each child's program and progress is available to families.

- Documented family expectations (Orientation survey and regular surveys)
- Documentation providing all families information about the educational program (Daily Diaries, Program descriptions)
- Records are relevant and can be easily viewed by families

# 1.1.5 Every child is supported to participate in the program.

- Acknowledging each child's uniqueness in positive ways
- Supporting children's efforts, assisting and encouraging
-  being constantly aware of children that may need extra support, assistance or attention
- Noticing and listening carefully to child concerns, fair and unfair behaviours etc..

# 1.1.6 Each child's agency is promoted, enabling them to make choices and decisions and influence events and their world.

Monday, 20 August 2012
1:08 PM

- Educators provide children with strategies to make informed choices about their behaviours
- Encouraging children to make own choices and decisions
- Educators display delight, encouragement and enthusiasm for children's attempts to gain new skills and knowledge
- Educators support play experiences initiated by children
- Opportunities for peer-tutoring/learning

# 1.2 Educators and coordinators are focused, active and reflective in designing and delivering the program for each child.

Monday, 20 August 2012
1:18 PM

- How can we improve the quality of information we provide to families about their children's learning, development and participation in the programs?
- Educators demonstrating intentional teaching
- How do we critically reflect on and evaluate our programs?

## 1.2.1 Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.

Monday, 20 August 2012
1:28 PM

- Observing educators taking observations and notes to inform future planning
- Using knowledge of children's current learning and development to evaluate and reflect on programming - (Room Meetings).
- Evidence of the planning cycle, documenting and evaluating
- Evidence of children's ideas and participation in developing programs
- Children's work samples displayed in sensitive ways
- Opportunities for families to comment or provide feedback about the program
- Evidence that written programming and evaluation is ongoing and inclusive of each child

## 1.2.2 Educators respond to children's ideas and play using intentional teaching to scaffold and extend each child's learning.

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1:38 PM

- Educators intentionally scaffolding children's understanding and learning (Group times, conversations, routines, transitions, spontaneously)
- Spontaneous 'Teachable Moments'. Ask Staff to bring along a recount to the next staff meeting that describes how they utilised a spontaneous 'Teachable Moment'.
- Providing additional ideas for children to continue experiences in new contexts
- How do educators provide learning environments that are flexible and open-ended?

# 1.2.3 Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.

- How do children decide or contribute to what work samples are displayed in their portfolios?
- Portfolios contain a variety of methods, diary jottings, children's comments, conversations, photos, children's work to assist staff reflection on children's experiences.
- How do staff reflect on program successes and what can be changed and or extended?
- How are children's comments used in the educators evaluation process?
- Reflection Diaries - are these still being used in all rooms?
- How all staff promote a culture of professional enquiry, where practices and outcomes are reviewed and new ideas are generated.

# Improvement Plan Table

Thursday, 11 October 2012
3:12 PM

## Improvement Plan

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

| Standard/ element | 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 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 |
| Standard/element | National Law (section) and National Regulations (regulation) | |
| 2.1.1, 2.1.4, 2.3.2 | regulation 90 | Medical conditions policy |
| 2.1.1, 2.1.4, 2.3.2 | regulation 91 | Medical conditions policy to be provided to parents |
| 2.1.1, 2.1.4 | regulation 92 | Medication record |
| 2.1.1, 2.1.4 | regulation 93 | Administration of medication |
| 2.1.1, 2.1.4 | regulation 94 | Exception to authorisation requirement—anaphylaxis or asthma emergency |
| 2.1.1, 2.1.4 | regulation 95 | Procedure for administration of medication |
| 2.1.1, 2.1.4 | regulation 96 | Self-administration of medication |
| 2.3.3 | regulation 97 | Emergency and evacuation procedures |
| 2.3.3 | regulation 98 | Telephone or other communication equipment |
| 2.3.2 | regulation 99 | Children leaving the education and care premises |
| 2.3.1, 2.3.2 | regulation 100 | Risk assessment must be conducted before excursion |
| 2.3.1, 2.3.2 | regulation 101 | Conduct of risk assessment for excursion |

| | | |
|---|---|---|
| 2.3.1, 2.3.2 | regulation 102 | Authorisation for excursions |
| | **Related requirements** | |
| 2.3.3 | regulation 160 | Child enrolment records to be kept by approved provider and family day care educator |
| 2.1.1, 2.3.2, 2.3.3 | regulation 161 | Authorisations to be kept in enrolment record |
| 2.1.1, 2.1.4, 2.3.2, 2.3.3 | regulation 162 | Health information to be kept in enrolment record |
| 2.1.1, 2.1.3, 2.1.4, 2.2.1, 2.3 | regulation 168 | Education and care service must have policies and procedures |
| 2.1.3, 2.2.1, 2.3 | regulation 168(2)(a) | Policies and procedures are required in relation to health and safety, including matters relating to:<br>(i) nutrition, food and beverages, dietary requirements; and<br>(ii) sun protection; and<br>(iii) water safety, including safety during any water based activities; and<br>(iv) the administration of first aid |
| 2.1.4, 2.3.3 | regulation 168(2)(b) | Policies and procedures are required in relation to incident, injury, trauma and illness procedures complying with regulation 85 |
| 2.1.4 | regulation 168(2)(c) | Policies and procedures are required in relation to dealing with infectious diseases, including procedures complying with regulation 88 |
| 2.1.1, 2.3.3 | regulation 168(2)(d) | Policies and procedures are required in relation to dealing with medical conditions in children, including the matters set out in regulation 90 |
| 2.3.3 | regulation 168(2)(e) | Policies and procedures are required in relation to emergency and evacuation, including the matters set out in regulation 97 |
| 2.3.2 | regulation 168(2)(g) | Policies and procedures are required in relation to excursions, including procedures complying with regulations 100 -102 |
| 2.3 | regulation 168(2)(h) | Policies and procedures are required in relation to providing a child -safe environment |
| 2.1.1, 2.1.4, 2.3.3, 2.3.4 | regulation 177 | Prescribed enrolment and other documents to be kept by approved provider:<br>(1)(b) an incident, injury, trauma and illness record as set out in regulation 87<br>(1)(c) a medication record as set out in regulation 92 |
| 2.1.1, 2.1.4, 2.3.3, 2.3.4 | regulation 178 | Prescribed enrolment and other documents to be kept by family day care educator:<br>(1)(b) an incident, injury, trauma and illness record as set out in regulation 87<br>(1)(c) a medication record as set out in regulation 92 |

# 2.1 Each child's health is promoted

Monday, 20 August 2012
2:38 PM

- Must book all staff into A& A Training with St Johns.
- Review enrolment forms for child heath information
- Where do we review best practice for administering medication?
- When was our last food handling review as a staff team?
- Child and adult immunisation regular reviews
- How do we ensure families follow ICC policies on excluding unwell children
- What arrangements are in place to regularly review and update children's health policies?

11/10/12 - Review Child Enrolment Forms
(Page 106 of Guide to National Law and Regulations)
Changes made to:
- Include details of parenting orders or parenting plans (court orders)
- Include details of parent cultural backgrounds

# 2.1.1 Each child's health needs are supported

Monday, 20 August 2012
2:34 PM

- Communication channels between parents and educators are meaningful and important health information is communicated
- Medication procedure update with staff?
- Records of Individual medical management plans (allergy, asthma etc)

## 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.

- Children understand and listen to the cues from their body in terms of their need for rest, sleep, food, water etc
- Children that do not sleep have the opportunity to engage in appropriate quiet play activities
- Children grouped to minimise the risk of overcrowding!
- Do we ensure a quiet, restful area is always available for children wishing to have some quiet time?
- Do we provide a RANGE of restful experiences? Not just looking at books?
- Children's needs for privacy when toileting and undressing are respected...how do we do this at ICC?

# 2.1.3 Effective hygiene practices are promoted and implemented.

- Intentional teaching opportunities - DENTAL, COUGHING, HANDWASHING, EAR CARE!
- Safe storage and handling of all food and drinks consumed by children including food bought from home - Remind families food is not permitted from home in their bags/lockers.
- Review Health and Hygiene policy!
- Washing toy procedure
- Nappy change areas and cleanliness

## 2.1.4 Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines.

Monday, 20 August 2012
2:37 PM

- Maintaining hygiene throughout the day
- Small groups utilised in order to minimise the risk of illness and or injury
- Mealtimes are safe and hygienic
- Educators respond to signs and symptoms observed in children
- Systematic procedures in terms of recording and sharing illness information with families - Accident/Injury reports
- Developing health and safety guidelines with the children!
- Do we have the newest Staying Healthy in Childcare Ed? CHECK!
- Incident, illness and injury policies
- Update First Aid Qualifications Educator list
- How do we take a First Aid Kit on excursions with us?
- Immunisation update in the next newsletter!

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

Monday, 20 August 2012
2:38 PM

- How do we ensure food and drink is nutritious to each child?
- Do we give children the opportunity to be involved in making healthy nutrition choices?
- How do we meet the individual food and nutrition requirements of children including managing their dislikes, likes, special dietary needs and any cultural or other requirement s in relation to eating?
- How do we ensure nutrition on excursions or special activities?
- How do we ensure educators are familiar with current guidelines about healthy eating and physical activity?
- How do we plan to ensure children engage in movement/play?

# 2.2.1 Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.

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- Observe educators engaging in children in experiences, conversations, atmosphere is relaxed and enjoyable mealtimes which promote health and nutrition.
- Educators follow ICC policies and procedures for food handling and safe storage of food.
- Never use food as a reward or punishment
- Educators model, reinforce and implement healthy eating and nutrition practices during mealtimes
- Children show an awareness of healthy lifestyles and good nutrition
- Food provided is in line with the Aust Government Guidelines: Get Up and Grow: Healthy Eating and Physical Activity for Early Childhood and/or Dietary Guidelines for Children and Adolescents in Aust.
- Children are eating food that is consistent with advice/communication from families about their child's dietary info, likes, dislikes, cultural etc…
- Children are encouraged to eat healthy foods without being required to eat food they don't like or to eat more than they want.
- Children who have not eaten at mealtimes, have food offered and provided at other times during the day.
- Food and drinks consistent with menu
- Having access to water and being offered water throughout the day
- Adequate quantities of food and water available for children, children who request more food are given quantities that are consistent with the dietary guidelines.
- Babies being fed individually by educators
- Following safe storage and heating of food and drink, including breast milk.
- A supportive environment for mothers to breastfeed
- Toddlers being encouraged to feed themselves
- Discuss how ICC meets the needs of children with dietary requirements
- Discuss how ICC consult with families to learn about children's individual needs for food, their likes and dislikes and cultural info
- Review ICC Health and Safety policy, including nutrition, food and beverages
- Review ICC policy on dealing with Anaphylaxis
- Review written procedures for the safe storage and heating of food and drink
- Make sure we have resources for families on healthy eating and where to go to get more information (Poster)
- Records of written menus on display
- Furniture and utensils which are age appropriate for children
- Daily routine information communicated to families
- Written procedure for the safe storage of breast milk etc...

## 2.2.2 Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.

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- Educators consistently implementing movement and physical activity as part of the program for all children
- Encouraging and providing appropriate support to children to participate in new or unfamiliar experiences
- Becoming involved in and enjoying children's physical activity
- Encouraging each child's participation in physical activities according to the child's abilities and their level of comfort with activities.
- Children being encouraged and supported to use increasingly complex sensory motor skills and movt patterns that: combine gross and fine motor skills, balance, increase their spatial awareness and use their problem solving skills, frequent opportunities to engage in outdoor play, show enthusiasm for practicing physical play and negotiating play spaces to ensure their own safety and well-being and helping set up and plan for physical play activities and equipment.
- Children and educators discussing how bodies work and the importance of physical activity to health and wellbeing.
- Opportunities for children to engage in dance, creative movement and drama and to respond to traditional and contemporary music and storytelling.
- Indoor activities that are set-up in ways to promote safe physical activity for all children
- Observe provision of safe areas and encouragement for babies to practice rolling over, sitting, crawling, standing and walking
- Support for toddlers to develop co-ordinated movement through planned experiences, such as action songs, dancing, kicking and throwing balls.
- Discuss how ICC maintains a balance between spontaneous and planned physical activity and passive and active experiences for all children
- Consider children's voices in planning physical activities for each child
- Review the planned program to consider how it incorporates physical activity to meet the capabilities of the children involved, including how it balances quiet/passive play times with more energetic times outdoors.
- Collect evidence sent to families on the importance of physical activity to children's heath and development.

# 2.3 Each child is protected.

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- ICC identifies supervision risks through a range of strategies, we are already aware that the shape and design of our outdoor area is a challenge to supervise, we discuss outdoor environment at every staff meting, we communicate daily issues or situations via staff communication book and we ensure at all times staff are aware of the risk and responsibility of supervision.
- To ensure all areas are used by children are effectively supervised, we have mirrors to assist staff in viewing areas that are difficult to supervise, we have many support staff working indoors whilst children are outdoors to ensure children can be seen if they are inside or outside. ICC has very large windows to assist supervision and staff are constantly moving around areas to ensure all areas are effectively supervised. Having more educators than required assists staff in managing high-risk areas such as the cubby house while other educators are engaging in play and supervision responsibilities.
- Our educators shift routines and responsibilities are planned around the children's needs and are in planned in order to ensure that children who sleep longer has a staff member present in the room, children to take longer in mealtimes or routines also have support staff present to ensure they do not feel rushed and the environments are always planned to cater for children who select quieter times and there is always high-energy activities taking place in other areas of the same environment. Our design and layout, although adding a supervision risk to manage, also creates the spaces for more quieter places in which children can engage in away from the high-energy activities of other children.
- How do we identify, assess and manage hazards or potential risks and how often? Review procedure!
- How do we ensure children are alerted to safety issues and encouraged to develop the skills to access and minimise the risks to their own safety?
- How do we ensure all equipment used in ICC adheres to relevant safety standards, including bedding and sun protection resources and equipment?
- How do we conduct risk assessments for excursions and plan for safety during excursions?
- How do we identify which action plans are required for ICC and how often do we practice these?
- How do we maintain an awareness of the people who have contact with children at ICC and who collect them from ICC? (Authorised contacts and staff communication book)
- How do we keep up to date with current legislation in NSW in relation to Child Protection?

# 2.3.1 Children are adequately supervised at all times.

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- Children being supervised in all areas of ICC, by being in sight and or hearing of an educator at all times, including during sleep, toileting, rest and transition routines!
- Children being unable to access unsupervised or un-safe areas
- Educators supervising children closely in high-risk situations eg. excursion near water
- Educators adjusting levels of supervision depending on area, skills, age mix, dynamics and size of the group of children they are supervising
- Equipment, furniture and activities arranged to ensure effective supervision while also allowing children to access private and quiet spaces
- Educators attending to babies at all times when eating or drinking
- Attend to babies closely when in high chair or nappy change table
- Observe educators exchanging information about supervision with colleagues throughout the day to ensure all areas are supervised
- Discuss how educators inform new staff/casuals of supervision arrangements? - Review Tips for casual staff!
- Discuss how we ensure supervision arrangements are flexible to allow for small group, individual, indoor, outdoor and sleeping children
- Discuss how we plan to take children on excursions, managing risks, supervision (Ratio of 1:4 maintained for 3-5years, 1:2 for 0-3years).
- Show evidence of planning for supervision of children indoor and outdoor, including routines!
- Show evidence of risk assessments and supervision implications on excursions.

# 2.3.2 Every reasonable precaution is taken to protect children from harm and hazard likely to cause injury.

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Observe ICC educators:
- Implementing safety checks
- Monitoring building maintenance
- Implementing service policies and procedures regarding the use and storage of dangerous products
- Removing identifying hazards immediately or securing the area to prevent children from accessing the hazard
- Implementing risk management plans in place for children enrolled who have a specific health care need, allergy or relevant medical condition
- Following service procedures for releasing children and ensuring they are released only to parents or authorised nominees.
- Supervising every person who enters and leaves the service premises in areas where children are present

Need to show evidence of educators:
- Talking with children about safety issues and correct use of equipment, the environment and where appropriate, involving children in setting safety rules
- Discussing sun safety with children and implementing appropriate measures to protect children from overexposure to ultraviolet radiation

Children:
- Cannot access potentially hazardous items as these are stored in locked and labelled cupboards and most dangerous items are stored in our laundry or kitchen which are child free zones.
- Cannot access power points, double adaptors, power boards and any other electrical equipment. Regular hazpaks and risk assessments are completed throughout the year.
- Are only taken outside the centre on planned excursions in which families are always notified ahead of time.
- Toys and equipment available to children are only in areas where they can be used safely
- ICC is a tobacco, drug and alcohol free environment - See ICC Drug and Alcohol policy
- Warning signs are clear and simple to label where potentially dangerous products are stored
- Poisonous and hazardous plants are not used in ICC gardens, plants are checked prior to planting for potential risks.
- Hot drinks are not allowed in areas that are accessed by children
- The kitchen is always locked and is a child free zone, ensuring safety from drinks, food, utensils/appliances.
- Protective caps are placed in all unused power points and on power boards
- Climbing equipment, furniture have stable bases
- Climbing equipment and other large equipment are located over soft fall areas, soft falls areas are regularly checked for maintenance.
- Children are closely supervised when around animals (Kindifarm, Pets)
- Animals are kept separate from children, our fish are always kept in a fish bowl :)
- Children are transported safely on excursions, most excursions involve walking or using public transport services. We maintain an adult to child ratio of 1:2 for 0-3years and 1:4 for 3-5 year excursions.
- ICC children are not transported to excursions in cars or private vehicles.
- Information about car seats and fittings that are in line with Australian standards are made available to families.

Assessor wishes to observe:

- Safe sleep practices being implemented and cots and bedding equipment that meet Aust standards. ICC always replace faulty cots and never try to maintain or fix them ourselves.

Assessor will discuss how ICC:
- Completes daily safety checks of buildings, equipment and general environment are conducted and how action is taken.
- Manages sun safety for children
- Ensures children safety during cooking/preparation activities
- Educators and families are trained on fitting car seats!!!

Assessor will sight:
- Written procedures for conducting safety checks!
- Completed safety checks of buildings and environments
- Records of pest control
- Review arrival and collection policy!
- Records of children's attendance including arrivals and departures with the signature of the person responsible for verifying the accuracy of the record or the person collecting the child.
- Written process for monitoring who enters and leaves the centre at all times!
- Review Excursion policy - Done in 2012
- Detailed information given to families prior to excursions - including destination, transport, educator-to-child ratio, number of adults, written authorisation.
- Review Medical conditions policy!
- Review Water safety policy!
- Enrolment records including health information
- Review Sun safety policy!
- ICC approach to safe sleeping practices are documented!

# 2.3.3 Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.

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Assessors wish to observe:
- Emergency procedures displayed prominently throughout the premises! Check!
- Educators having access to telephone
- Emergency numbers displayed near phones
- Educators having access to emergency equipment, fire extinguishes and blankets

Assessors will discuss:
- How ICC communicates info to families on ICC's emergency procedures and plans to manage incidents!
- How ICC educators, relief staff and visitors are informed about and understand the services emergency procedures and plans!
- How ICC practices drills and discusses drill plans with children
- The provision for training for educators and staff in the use of emergency equipment

Assessors will sight:
- Procedures for managing incidents and emergencies and providing a chid-safe environment!
- Records of emergency drills and evaluations of these!
- A portable record of child emergency contacts that can be carried by educators in emergency situations!
- Written emergency and evacuation procedures that include instructions for what must be done in the event of an emergency and an emergency evacuation floor plan
- Written plans that may be likely to effect an individual eg ,management of an asthma attack!
- Written communication about emergency procedures to families!
- Evidence that emergency equipment is tested and checked regularly!

# 2.3.4 All educators are aware of their roles and responsibilities to respond to every child at risk of abuse and or neglect

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Assessors will observe educators:
- Listening and responding to family comments about day to day observations and events in their lives
- Remaining vigilant about observing and responding to signs of child abuse and or neglect

Assessors will discuss:
- Whether educators are aware of their responsibilities in regards to child protection
- How new educators are made aware of their responsibilities in regards to child protection and protection needs of individuals using the service

Assessors will sight:
- Child protection information given to all educators and staff
- Educators have attended training or professional development in Child Protection 2011
- Evidence of child protection info given to families about ICC's practices!
- ICC working collaboratively with other professionals to support children who have specific needs
- List of community resources that can provide information and support for families, educators, children in relation to children at risk!

3/9/12 - Gave our Child Protection policies and procedures to a service in Orange needing support in this area.

# Improvement Plan Table

Thursday, 11 October 2012
3:13 PM

## Improvement Plan

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

| Standard/ element | 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 |
| | **Related requirements** | |
| | Part 3 of the National Law: Service Approval | |
| | regulation 25 | Additional information about proposed education and care service premises |
| | Regulations 41-45 | Service waiver and temporary waiver |

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

Monday, 19 September 2011
2:09 PM

Strengths: Inner City location, access to public transport, resources, supplies, learning experiences, walking access to variety of community events and locations, high pedestrian traffic, access and support from ABC property services and security departments

Barriers: Inner City environments such as pests, risk of traffic and pedestrian incidents, litter and weather conditions, supervision challenges to manage

- Physical environment adds interest to our programs and offers children the opportunity to engage in active social play or discover quieter learning areas around different pockets of our outdoor and indoor spaces.
- Environments are planned around children's needs and interests, learning areas are designed to cater for the child's development, their individual needs and their interests.
- Environments cater for a range of developmental areas such as creative play, dramatic and socio-dramatic play experiences, construction and problem solving experiences, scientific inquiry and investigation, concept and cognitive, literacy and language learning, physical development, such as gross and fine motor movement skills and experiences in order to prepare children for a successful transition to school.
- Our ICC educators' understanding of the importance and their dedication in forming meaningful relationships with our families and children within our centre and within their rooms/groups always mean our environments are planned, changed and adapted to meet the changing needs of each room/group throughout every year.
- Children have the opportunity to engage in social play experiences in small groups, come together at planned and spontaneous times of the day for teacher directed experiences, indoors and out or choose to work independently on interests or learning projects. Educators facilitate learning by interacting with children in their play and learning for extended play periods.
- Routines are an important part of our day, routines are planned, can be flexible to suit the children's changing needs and are utilised as meaningful learning times. Our environment assists educators in helping children to feel secure, safe and to develop attachments with their carers quickly.
- We do have the limitation of space in our environment, as we have to be always packing away in order to manage the routine parts of the day. Educators and children work together to form creative strategies for children to re-visit their work or projects after having to move or put them away for other parts of their day.
- Collaborative thinking is embedded in our daily life and encouraged in formal and spontaneous times throughout each day. Routines such as meal times are usually a great time for spontaneous daily discussions and planned group times are another way children and staff come together to share ideas and information on a range of experiences that are planned from needs, observations, discoveries, celebrations, community events, life events and many other avenues.

- Our baby room is set-up each morning to encourage a calm, welcoming and intriguing environment for children and also adults to explore, share a social breakfast with other parents and to assist children in settling into the days experiences with the aim of a happy farewell. Adults are encouraged to stay for as long as they wish to in the morning periods and our environment is so welcoming for adults that our parents often complain they would rather stay with us than leave and go to work.
- We plan our rosters to roster our more qualified and experienced staff in the morning and closing periods of each and every day. If an educator rostered on an open or close is away, the roster will be changed to ensure an experienced ICC staff that children and families know well are always working at these key times of the day.
- The same ICC staff member, Cindy Mikhael has been working the opening shift, setting up the morning environment and greeting our ICC families consistently for the last 4 years.
- Our interaction between the indoor and outdoor environments are used in a variety of ways throughout the year, depending on weather, children's needs, seasons and any other impacting factors.
- We regularly have indoor/outdoor time, offering children the choice of engaging in the environment they choose.
- There are times of the day when children are grouped together outdoors and indoors in order for siblings to share time together, for educators to form relationships with children not in their rooms/groups, for individual children's plans to help feel them feel secure in an unfamiliar environment with the help of a sibling, children are able to visit rooms if they wish, help or assist children in other rooms/groups.
- We encourage a sense of caring across all rooms in the Centre, we all are responsible for caring and looking after each other. Older children help feed younger children, older children are aware of the risks of small equipment and will often find items in nature that are unsafe and need to be removed from the yard.
- Educators are rostered on planning and evaluating the outdoor environment. All educators are consulted when a new plan or evaluation is taking place. Educators are given 1hour programming time a week in order to complete the outdoor program.
- All educators understand their responsibility in watching for risks and hazards, regular risk assessments are completed and audits are completed by organisations such as Kidsafe regularly.
- At any time the weather conditions change the daily routine can be changed at any stage, moving the group indoors or out to suit their safety needs.
- We plan regular excursions to the parks in our local area to give our children the opportunity to run and practice fundamental movement skills that they are not able to engage in safely in our centre spaces.
- We receive Air Quality alerts emailed to inform us the safety of the air quality when outdoors.
- In order to maintain a balance between safe sun exposure and sun protection, we follow our Sun, Safety and Clothing policy and also regularly check the Cancer Council Website for UV Alerts and information.
- We ensure safety to our visitors when entering or leaving ICC by working closely with the ABC to monitor the parking bay and ABC loading bay thoroughfare that is located just outside our Centre.

- Road safety, car safety, walking in the city safely is embedded in our preschool and our centre programs.
- Children are modelled and guided on using safe living practices as we plan many excursions in our local area, children can further their understandings in real life contexts and situations in safe and secure environments.
- High adult to child ratios ensure our environments are safe, maintained, fun and enjoyable for all using ICC spaces.
- An annual working bee, ensures our big items and cleaning tasks in our environments are maintained throughout the year as well as at the beginning and end of every ICC year.

## 3.1.1 Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose

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11:54 AM

- Appropriate sized equipment, staff need constant reminders of safe distances between equipment – ensure an easy way for staff to achieve this!
- Update outdoor checklist!
- Fix the garden!! Cally to complete training or reading on gardening!
- Maintain large shadesail, needs replacing or cleaning.
- Supervision challenges outdoors, constant moving and managing the spaces around the yard.
- Ensure the same opportunity of choice, materials, completed experiences, range of developmental experiences are always offered in the outdoor environment as is offered in the indoor environments.
- Experiences are set-up in ways that minimise conflict and injury.
- Director completes an injury/environment audit every year. Exploring the data gathered from all injury reports throughout the year and exploring any developing patterns in relation to time of day, equipment used, environment in which injury occurred, and possible causes eg. Accident, conflict etc… Educators reflect on data at during staff meeting times.
- Ensure rooms and surfaces are cleaned adequately prior to preparing meals.
- Director has kept an updated and accurate maintenance record of items, requests and jobs, I started a folder 4 years ago and have recorded everything.
- ICC Educators are fortunate to work in an environment in which spending is encouraged to purchase items to ensure the safety and or maintenance of environments are always of a high standard.
- In my 4 years in the role, the following is a sample of items I have been required to maintain:
    - 6 tonnes of sand
    - Kitchen renovation
    - New dishwasher
    - New dryer
    - Washing machine maintained twice
    - Sandpit roof built and installed
    - Soft-fall patch maintained
    - Hand-washing sink installed in kitchen
    - Locked cupboards built and installed as to Director plans
    - Improved the safety of the building entrance/walkway (ABC)
    - Old outdoor shed removed and new outdoor shed built
    - Safety gate built onto bathroom/outdoor frame
    - New photocopier
    - Countless digital cameras, printers, pcs, laptops
    - Children's furniture and equipment (climbing frames, indoor furniture, mats, resources purchased every month, consumables).
    - Interior of centre painted, colours selected by staff and families
    - Outdoor tools and equipment, I think I am up to 3 leaf blowers
    - Made a sandpit cover, but need to make another one now!
    - Locks maintained on rooms such as laundry, kitchen, staff room
    - New photocopier

- Updated resource room for educators to encourage a more productive work space.

*MY CURRENT PRIORITY IS: Nicer gardens for spring and summer time!

- Need for assessor:
- indoor and outdoor plans, including information about soft fall.
- Plans that show changes in the placement of furniture and equipment (outdoor program)
- Safety plan when major work is being completed
- Centre's approach to grouping children – document or paragraph written in parent handbook.

### 3.1.2 Premises, furniture and equipment are safe, clean and well maintained.

- More regular safety checks, update checklists
- Cleaning toy schedule
- Procedure for maintenance (maintenance folder)
- Risk assessments of physical environment

### 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.

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- Equipment is purchased when a specific need of arises, for example an inclusion need, a developmental aid, anything that is recommended by a practitioner or a inclusion support plan.
- Staff strong relationships ensure they understand the limitations and needs of children within their group/room and are aware of individual times of additional support and their abilities when using equipment.
- Baby staff identify and know which children need assistance climbing and which children are able to independently challenge their skills more safely.
- Children have the opportunity to engage in real-life experiences with adults, hanging out washing, picking up leaves, gardening, setting up experiences etc… these types of experiences are taking place during play periods also. Children's attempts and offers of help are always encouraged and supported.
- Environments promote and encourage small group play and inquiry.
- Infants are only placed in high chairs during meal times or if a high chair is a secure place for an infant which they have shown signs of preferring, staff are always with children at all times when they are in high chairs.
- Children are involved in designing and planning their environment, especially older children.
- A strength is the feeling of our environment, we have had consistent comments for the 8 years I have been employed at ICC from parents, students, visitors and staff, that comment how warm, and positive our environment feels.
- Visiting parents are given a 30minute tour of the service at various times of the day and most visitors leave commenting how wonderful the Centre feels and I know this as I have been doing the tours for the last 4 years and I am always proud of that very fact! – Start a visitor book for comments to be written at the end of a tour!
- Questions for staff:
- Q) How do we work collaboratively with families, specialists and resource agencies to plan for the inclusion of children with additional needs?
- Q) How do we involve children in discussions about the use of space and resources?
- For the assessor:
- Philosophy contains part about access and participation? Check
- Evidence of planning and working with agencies – Tess, Maximo, Jonah, Harry
- Equipment purchased to support children with additional needs
- Facilitate access to support services when child in care – Tess, Maximo.

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

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- How do environments and resources support children's learning
- Opportunities for children to be involved in planning and setting up environments
- The natural environment
- Age appropriate for a range of ages and development
- Range of developmental experiences
- Individual play and social play
- Safe environments for play
- Safe environments for play for younger children
- Plan to challenge older children in our environments
- What elements and or features invite open-ended interactions, spontaneity, risk taking, exploration, discovery, connection with nature, provoke interest?
- How do we balance the need for cleanliness and messiness in play?
- How are our backgrounds of children and families and the wider community reflected in our environment?
- What our rules about materials and resources? Do these hinder children's play?
- How do we evaluate the effectiveness of learning environments and outcomes?

### 3.2.1 Outdoor and indoor spaces are designed and organised to engage in every child in quality experiences in both built and natural environments.

- We do this area very well, indoors and out! Lots of documentation and evidence of this!
- Improve Gardens!!
- Be able to explain how every child is able to engage in quality experiences, through relationships and security.

### 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.

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- Outdoor environment is regularly changed according to outdoor program which is completed and evaluated weekly.
- Only provide materials that are sufficient in number unless being used for a turn-taking planned experience. The computer in the FR is managed with egg timers and rosters during times of demand.
- Staff use a 5 minute system where, toys or resources in demand are shared between children for short periods, if toys or resources remain to be in demand for an extended time, more items are always purchased.
- All resources are encouraged to be used in a variety of ways and settings, as long as there is no risk to children's safety in doing so. Sand play is encouraged within certain boundaries/limitations for safety reasons
  eg. Sandpit, sand trough etc…
- Resources and experiences are always inclusive and reflect the individual lives, characteristics and personalities that make up our group. Every year is very different, our programs, our environments as every year is shaped on the individuals that are using our service.
- Educators always provide a range of sensory, inviting, rich and meaningful learning experiences using resources that are planned to challenge and extend children's learning through inquiry, problem solving, experimenting, role playing and other forms of discovery. Lots of evidence and documentation of this!
- Involve children daily in real-life tasks, this is also embedded in our programs.
- Q) How do we ensure families views are considered and incorporated in the selection and organisation of materials, equipment and resources?
- Show links between arrangement and choice of resources and the learning outcomes for children!
- Sight indoor and outdoor plans to create inviting learning environments!

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

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12:09 PM

## 3.3.1   Sustainable practices are embedded in service operations.

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- Recycling and waste management in all rooms!
- Paperless informal communications to families, email updates and newsletters
- Water management and the importance of conservation
- Re-use recycled materials in play and experiences where ever possible
- Old toys, clothes in good condition can be donated from families
- Children help recycle paper and sort items from general waste!
- We need an environmental and sustainability strategy! That is regularly shared with families – display that is added to over time! Paula!



Paula Andrea Silva Diaz shared a link.
8 hours ago near Sydney ·

http://www.youtube.com/watch?NR=1&featu re=endscreen&v=6KKNnjFpGto

working in my water project, I found this ...it should be great for children if they could understand ...haha IT'S AWESOME!

Waterdrop shot in 10000 frames a second
www.youtube.com

5/9/12 - Cally and Paula communicating over Facebook regarding water conservation and asking Paula to help develop more experiences around water conservation and the importance of water in our natural world.

## 3.3.2 Children are supported to become environmentally responsible and show respect for the environment.

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12:11 PM

- Planned experiences around caring for the natural environment (Kindi farm, RSPCA visits, Pet sharing week, Recycling performance, Hatch and Grow etc)
- Increase awareness of the impact of human activity!
- Build a sense of responsibility in caring for the natural environment! (Vegetable Garden)
- Awareness of the interdependence of living things!
- Access more resources on this!
- Visit other services that have a high quality sustainability policy with similar environments as ICC!
- Assessor will ask:
- Q) how we have developed and implemented strategies to support children to be environmentally responsible and show respect for the environment.
- Q) how does our program foster wonder and knowledge about the natural world.
- Show evidence of documentation of sustainable experiences.

# Improvement Plan Table

## Improvement Plan

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

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

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- How do staffing arrangements enable all children to feel they belong in ways that support their 'being' and 'becoming'?
- How does staffing arrangements and communication support consistent practice, including staff members and transitions?

### 4.1.1 Educator-to-child ratios and qualification requirements are maintained at all times.

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- Meal breaks, programming time and throughout the day.
- Will observe the numbers of staff and if enough staff are present to support the facilitating of effective communication between families and educators whilst ensuring children are adequately supervised and engaging in experiences.
- Will ask about the provision of non-contact time such as programming, meeting with parents, meeting with support staff, networking with organisations such as Ultimo Public School, The Powerhouse etc…
- Our relief staff/ casual staff procedure
- Program communication between educators and families
- How we plan rosters to ensure the continuity of care and positive transitions
- Will ask our approach to placing individual children with staff – focus system
- Will ask how families can access alternative care when usual educator is unavailable?
- Show rosters and staff records, first aid qualifications and working with children checks
- All staff have a current senior first aid certificate and this is updated through St Johns at the cost of the service.

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

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- How do we ensure our philosophy statement reflects our differing views, beliefs and values?
  Our philosophy is regularly updated and has been evaluated by many parents and educators over many years. All staff, families and management committee have regular opportunities to be consulted during the evaluation process.
- Does our practice reflect the beliefs stated in our philosophy?
- How do we acknowledge the personal strengths, professional experiences and diversity that colleagues bring to work?
- We have very strong, very meaningful and very productive relationships with our families, our colleagues and our management committee, these have been developed over many years. We have a very consistent and stable staff team, with a low-turnover of staff which assists the strength and quality of our relationships. Educators and families share natural interactions daily, the feel of our service is always positive, supportive and communication is taking place everywhere in a variety of forms all the time.
- Evaluate and reflect on ICC Ethics, professionalism and confidentiality.
- Professional development of staff and training opportunities are encouraged and funded by ICC.
- ICC staff have expressed a preference for having group training sessions at the Centre in order to all hear and reflect on the same information, though educators also regularly attend training at other locations such as St Johns.
- Q) What makes our service a good place to work?
- Q) How effective are our processes at solving ethical issues when they arise?
- Q) How regularly do we review the code of conduct/ code of ethics and ensure our practices and policies align with the code?

## 4.2.1   Professional standards guide practice, interactions and relationships.

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- Observe empathy, care and respect for children, colleagues and families
- Observe ICC's code of conduct/ethics in interactions and relationships
- Observe implementation of the NQS and other legislation requirements
- Will ask how staff access copies of;
  NQF (Folder in office, all staff were given a personal CD to keep in January 2012, ICC NQF folder, reviewed in staff meeting times)
  EYLF (Folder in office, in staff programming room, ICC EYLF folder, also included on a CD given to staff in Jan 2012, Centre goals are based around the EYLF and are reviewed regularly)
  The Framework for School Age Care? Do we need this?
  ICC Policies and Procedures (Folder in office, all staff have individual copy given at time of orientation)
  Professional publications (Rattler, ECA, Broadside, Nutrition news, Down Syndrome Aust, CCMS newsletter, Munch and Move etc…)
- Strategies for resolving differences (Staff Grievance Policy)
- How do educators use the code of conduct/ethics as a resource for professional conversations about day to day practice?
- Show where the ECA Code of Ethics 2006 or ICC Code of Ethics is displayed and available to families?
- Staff Handbook that includes: philosophy, code of ethics, position descriptions, professional standards that apply to educators. Check!

## 4.2.2 Educators work collaboratively and affirm, challenge, support and learn from     each other to further develop their skills and to improve practice and relationships.

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- Educators drive to learn more regardless of current qualifications
- Educators discussing and reflecting on the needs of individual children and families (We do this very well as a team and there is much evidence of this in meeting minute documentation)
- Educators sharing responsibility of tasks
- Educators supporting each other
- Educators acting promptly to support other team members in difficult situations
- How do we use educator individual strengths, talents and interests within our service?
- We have regular team meetings, programming meetings, room meetings, project meetings, management meetings, sub-committee meetings, parent/educator meetings, student/teacher meetings.
- How do ICC educators support and mentor each other?
- How do we share new information and innovative ideas and implement these?

### 4.2.3 Interactions convey mutual respect, equity and recognition of each other's strengths and skills.

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- We have a consistent feeling of 'openness' and positive working relationships with each other and with our families.
- Code of ethics being reflected
- New staff being supported during an orientation process with the assistance of existing staff
- Strategies in place to assist casual/relief staff (always with an ICC educator, review tips for casual staff document)
- Educators developing own cultural competence in two way processes with each other, families and communities?
- How do we demonstrate we are open to change?
- How do we recognise each other's skills? – Staff Meeting Positive Task!
- ECA Code of Ethics 2006
  Show examples of teamwork or projects that capitalise on the diverse skills, knowledge and strengths of the team!

# Improvement Plan Table

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## Improvement Plan

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

Thursday, 11 October 2012
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# 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 |

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

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- We build close, secure relationships with all children within our care.
- We offer children continuity of care by rostering the same familiar faces of educators on arrival times of the day and having a stable staff team with many ICC educators being employed for over 5 years of service.
- The interactions between educators and children are always respectful, considerate of the child's needs and suited to cater for individual children's understanding, backgrounds, values and beliefs and their unique personalities.
- Our environments create a sense of belonging, learning and warmth through thoughtfully designed spaces and learning areas which foster interactions between children and adults.
- A stable team of educators ensure continuity of communication and care when learning about individual children, their communication styles, their individual needs and strengths and other important development and background information.
- Educators most often learn alongside our children and families from the time they start care in the baby room to when they are ready to leave for school.
- Families form close relationships with each other, particularly families of children starting together in the baby room that continue past ICC.
- ICC Educators are often facilitating and helping families organise their personal birthday parties and other special events or occasions through the Centre's close network with each other.
- Q) How do we engage in children's play?
- Conversations are an embedded part of every daily activity and experience at ICC.
- A variety of strategies and techniques are used to extend and build on children's comments and thinking.

## 5.1.1 Interactions with each child are warm and responsive and build trusting   relationships.

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- ICC atmosphere is generally always relaxed and happy.
- Mealtimes are enjoyable times for both adults and children to eat nutritious meals whilst conversing about a range of daily topics, often spontaneous.
- Children quickly become confident to initiate conversations with educators and their peers depending on their individual stages of development. Trusting relationships are established through continuity of care and a stable, qualified and consistent team of educators.
- Every effort is made by educators to encourage children to quickly feel comfortable in our environments, educators achieve this by learning about their interests, their fears, their strengths and any other important piece of information that adds to children feeling safe and secure whilst in our care.
- Children's individual personalities bring a lot of joy and laughter to each year at ICC.
- Educators genuinely care about all children within their care, this can be observed daily in our practices and interactions with children.
- Educators respond positively to children who require attention, children who are displaying inappropriate or unsafe behaviours are managed according to the needs of the individual child and is always facilitated with an educator in which the child knows well and trusts.
- Baby staff plan predictable daily routines to cater for our younger children, the environments and furniture remain consistent for an extended amount of time assisting in children quickly feeling safe and secure in their new environment.
- Baby routines are planned and adapted regularly to ensure the needs and routines of individual children are met wherever possible.
- Review philosophy in regards to Interactions with children!
- There are opportunities for educators to engage in group and 1:1 conversations with children in every part of our day. ICC employs more educators than required, this adds to the relaxed atmosphere and flexibility in responding to children's interactions.
- Show how staffing arrangements suit the needs of children!
- Review ICC Interactions policy!
- Documentation of planned experiences and routines providing opportunities for children to engage in meaningful conversations (The Olympics)

## 5.1.2 Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life long learning.

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- Children can be observed engaging in a variety of conversations with peers and adults about life events around them in the Centre and the community.
- ICC Educators pride themselves on always discussing important life events and planning for celebrations and events that cater to the backgrounds and interests of children and families within the service.
- Children are encouraged to develop life-long learning skills in all rooms and groups, experiences and interactions are planned to encourage children to learn to care for themselves, each other and the environments in which we live.
- Educators participate in children's play using children's cues to guide their level of involvement. If children display cues of wishing to engage in solitary play, educators do not force themselves on children. Children direct the level of involvement of adults in their play and experiences whilst at ICC.
- Children needing extra support from adults in play or during routine times are identified daily and plans are made between educators to cater for their needs in our day.
- Educators use many techniques to cater for children with additional needs, these techniques and plans are reviewed regularly with professionals and various support agencies.
- Educators can be observed daily communicating with toddlers and younger children about routines and what is happening around them in their day at ICC.
- Educators respond to baby cues and attempts at language, important milestones and learning achievements are shared daily through informal morning conversations between families and educators, new skills and interests are encouraged and developed in the daily program.
- Discuss children's cues and how these are used to guide adult involvement in their play!
- Discuss ways in which educators use observations of interactions with children to extend children's learning and thinking!
- Discuss how we support the maintenance of home languages and learning English as a second language!
- Review policy for inclusion of children with additional needs!
- Show evidence of planned and spontaneous experiences and routines that support the engagement of individual children and groups of children in experiences of their own choosing with the guidance and support of educators!
- Documentation of children's learning that shows evidence that educators interactions with children are used to support the children's developing ideas, skills and relationships.

## 5.1.3  Each child is supported to feel secure, confident and included.

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- Children can be observed displaying feelings of belonging and comfort in the environment. Children often form close and meaningful friendships with peers in their group which are maintained and developed over many years.
- Children are encouraged to communicate their feelings and their needs for comfort and assistance, however staff know children well enough within their care to identify non-verbal signs of distress or un-comfort and even anticipate when particular children may feel this way.
- Experiences, conversations and daily centre activities have embedded opportunities for children to display kindness, compassion and develop understandings of empathy towards their peers. Particular experiences are planned when group needs arise, particularly in the toddler and preschool room. (Friend of the week, helping with centre tasks etc…)
- Our environment, our displays and signs are different each year, as they reflect the lives of the children, families and educators and what is happening in our local community. Many interesting program additions come from opportunities from the ABC and our families working at the ABC.
- Educators are always aware of group sizes and plan for inclusive participation for all children.
- Make sure morning staff are combining rooms until other staff have arrived to ensure an environment in which communication can occur in a relaxed way between educators and families!
- Observe educators showing genuine interest in, understanding of and respect for all children each day at ICC.
- Maintenance of children's home languages!
- Q) How do we learn more about the histories, cultures, languages, traditions, child-rearing practices and lifestyle choices of families using the service?
- Q) What strategies do we use to assist children in developing a sense of belonging and confidence in the service?
- Show evidence of rosters to plan for continuity of care for children!
- Show evidence of information from families to support their child during the settling in process!
- Show information gathered from other professionals and or support agencies that work with children who have additional needs and those from culturally and linguistically diverse backgrounds!
- Show the services approach to equity and inclusion, documented in philosophy!
- Show evidence of educators drawing on the diverse knowledge and experiences and views of their colleagues in reviewing the experiences planned for children and their own teaching strategies to ensure all children achieve learning outcomes! (Staff meeting minutes, room meeting minutes, reflection and communication diaries)

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

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- Q) How children are encouraged to form and maintain positive relationships with each other?
- Q) How is a culture of fairness, equity and respect encouraged at ICC? How is this communicated to educators, children and families?
- ICC educators model positive relationships with each other because we have formed strong relationships with each other over many years.
- Q) How are ICC daily routines planned to ensure children have adequate time to engage in projects and play experiences of their own choosing with a variety of peers and adults?
- Q) How do we promote a sense of community within the service?
- Q) How do we review our policy on interactions with children and ensure it reflects current child development and best practice information in guiding young children's behaviour?
- Q) What opportunities do children have to make decisions about rules and expectations in relation to their own and others behaviours? (Room goals, group discussion times)
- Q) How do we manage challenging behaviour guidance situations?
- Q) How do we work with other agencies to ensure that behaviour guidance strategies are tailored to for individual children?
- Q) How do we meet the need for older children's independence and freedom?
- Q) How do we ensure some consistency between the school and the service approach taken to guiding children's behaviour?

## 5.2.1　Each child is supported to work with, learn from and help others through collaborative learning opportunities.

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- Observe children participating in play experiences and developing friendships
- Observe children engaging in enjoyable interactions with peers, contributing to shared play experiences and responding positively to ideas and suggestions from others.
- Children explore a variety of roles in imaginative and real life play experiences at ICC
- Children engage in group projects and learning journeys that can develop spontaneously or planned based on the needs or observed interests of children
- Observe educators facilitating children's attempts at initiating and maintaining play with peers, model explicit strategies
- Observe educators engaging in play and projects
- Observe educators assisting children having difficulty communicating with each other
- Observe educators creating opportunities for peer tutoring and scaffolding
- Observing educators promoting a sense of community
- Observe school age children spending a large proportion of time with their peers! Interesting!
- Educators sensitively intervening in school age children's relationships in ways that promote inclusion
- Educators providing opportunities for children to assume leadership roles and direct play experiences with younger peers in the preschool room. (AGM)
- Staffing and grouping arrangements at ICC support positive relationships between children
- Q) How do we support children from diverse backgrounds in collaborative projects and play experiences?
- Q) How do we ensure school age children have the opportunity to take on leadership roles within the service?
- Q) How do we broaden children's perspectives and encourage an appreciation of diversity and difference?
- Review ICC policy on Interactions with children!
- Evidence of program and routine experiences which include social opportunities for play and collaborative experiences!
- Educators identify children's shared/group interests informally and during room and staff meeting times and plan for these within the program.

## 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.

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- Observe children engaging in cooperative helping behaviours, encouragement of these skills are embedded in daily activities and experiences. (Tess walking to her pram)
- Observe children taking on different roles, exploring identities and points of view in dramatic play. ICC staff regularly paint children's faces upon request to add to children's role play experiences.
- Observe children challenging other children's unfair or disrespectful behaviour!
- Observe children expressing feelings constructively or working towards this with the facilitation of educators.
- Observe children being supported by educators to manage conflicts that arise with their peers.
- Observe educators discussing emotions, feelings, issues of inclusion and exclusion, fair and unfair behaviour and bias and prejudice!
- Observe educators encouraging children to listen to each other's ideas and solve problems together!
- Encouraging children to remove themselves from situations where they are feeling frustrated or angry or fear!
- Talking with children about the outcomes of their actions and rules and reasons for these!
- Reassuring children it is normal to feel positive and negative frustrations but we need to manage the way we handle these feelings!
- Helping and supporting children learn their rights in relation to the rights of others and intervening sensitively when children have difficulty resolving a disagreement!
- Q) How do we learn about responding to individual children's relationships with others and their preferences?
- Q) How do we support children when they are negotiating conflict with others?
- Q) How do we support children who are being socially isolated?
- Review policy on interactions with children!
- Show evidence of planned and spontaneous experiences supporting children in developing and practicing their skills in group discussions and shared decision making!
- Show evidence of collaboration with schools, other professionals or support agencies that work with children that have diagnosed behavioural or social difficulties! Jonah and Maximo plans!
- Show evidence of information gathered from families on children's social skills and relationship preferences!
- Show evidence of individual children's social development plans!

## 5.2.3 The dignity and the rights of every child are maintained at all times.

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- Children are allowed to make choices in their play, their routines and during planning and reviewing discussions with ICC educators.
- Children are acknowledged positively when they make positive choices in relation to managing their own behaviours and feelings appropriately.
- Children are not isolated for any reason, if children need to be removed from a situation for their own safety, an ICC educator that the child knows well will assist the child in managing the situation according to individual plans consulted with families, educators and or support agencies. The child will never be left alone or unsupervised in any situation.
- ICC educators strong relationships with children and families help pre-empt potential times when a child may experience distress or conflict with peers. These situations are monitored closely.
- Educators are aware of their body language, tone, facial expressions when re-directing or discussing children's behaviour. ICC staff will use a stern and serious tone but attempt not to ever yell! ICC staff focus on discussing the child's behaviour and not focusing negatively on the child when re-directing aggressive or bulling behaviours ensuring self-esteem is preserved.
- Bulling and aggressive behaviours are responded to immediately.
- Educators remain patient, gentle, calm and re-assuring even when children strongly express distress, frustration and anger. ICC staff monitor each other and offer support and a rotation of duties when a staff member needs assistance in a challenging situation.
- Food is never used for a reward or punishment at ICC!
- Observe educators speaking in comforting tones to children especially when at times of distress!
- Observe older children having some privileges and increased freedom! Consult with families over what these should be!
- Discuss strategies used to encourage positive behaviours and minimise negative!
- Discuss how we involve children in establishing behaviour limits and the consequences for inappropriate behaviours!
- Discuss how we have managed families different expectations from ICC in relation to guiding children's behaviour!
- Discuss how we manage a child's behaviour that is challenging!
- How ICC supports educators refresh their skills and knowledge – Plan a group behaviour management session at the centre!
- Discuss how we manage situations where children are biting! Biting policy!
- Review guiding children's behaviour policy!
- Show examples of children's individual behaviour guidance plans for children with diagnosed disabilities developed in consultation with support agencies!

# Improvement Plan Table

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## Improvement Plan

| Standard/ element | What outcome or goal do we seek? | Priority (L/M/H) | How will we get this outcome? (Steps) | Success measure | By when? | Progress notes |
|---|---|---|---|---|---|---|
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| Standard/ element | 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 6) Collaborative partnerships with families and communities.

Thursday, 11 October 2012
3:09 PM

## 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 collaborati on.

### 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 |
| **Standard/element** | **National Law (section) and National Regulations (regulation)** |
| 6.1, 6.2, 6.3 | regulation 172      Notification of change to policies or procedures |
| 6.1, 6.2, 6.3 | regulation 173      Prescribed information is to be displayed |
| 6.1 | regulation 177      Prescribed enrolment and other documents to be kept by approved provider |

| 6.1 | regulation 178 | Prescribed enrolment and other documents to be kept by family day care educator |
|------|------|------|
| 6.1, 6.2, 6.3 | regulation 181 | Confidentiality of records kept by approved provider |
| 6.1, 6.2, 6.3 | regulation 182 | Confidentiality of records kept by family day care educator |
| 6.1, 6.2, 6.3 | regulation 183 | Storage of records and other documents |

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

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- How do we think about families and how broad is our thinking given the diversity of children at ICC?
  Our thinking when considering the needs of all families using our service is informed and considerate, we have a multicultural team of educators and strong relationships with families, the sharing of information informs our practice in planning for children's care and educational experiences.
- How do we help families feel comfortable and welcome at the service?
  A strong orientation process, catering to the individual needs of each family. ICC encourages visit sessions at no cost prior to starting, families are encouraged to stay and are given tours of the service by the centre director.
  Parent handbook.
- How can we find out if communication strategies are reaching all families?
  At the beginning of the year and regularly throughout, a communication survey on the best way to communicate with families is placed in their individual pocket. Educators can speak a number of languages and their skills and backgrounds are utilised when communicating centre information and policies to families experiencing difficulty in communicating in English.
- Q) What are ICC strategies in order to share information during the orientation, settling in and on an ongoing basis?
- Q) How do we include family perspectives in our educational programs?
- Q) What role do families play at ICC?
  Families are responsible for managing operations of the service at ICC!
- Show examples of family contributions to the programs and centre!
- Q) How do we share decision making with our families?

# 6.1.1  There is an effective enrolment and orientation process for families.

Monday, 16 January 2012
9:54 AM

- New parents are strongly encouraged to visit the centre for extended periods of time prior to starting care.
- Centre director offers tours by appointment for any person wanting to learn more about ICC.
- Parents are encouraged to discuss their values for learning and expectations of care and education. They are also given an orientation survey which asks them to describe these values also.
- Parents are encouraged to show any previous documentation, portfolios or information from previous settings, these documents are valued at understanding the child and their background.
- Parents are encouraged to share their child's strengths, interests, abilities and needs – Review enrolment forms!
- Parents are encouraged to stay as long as possible in the settling in period, they are also welcome to 'spy' once they have said goodbye for their own peace of mind that their child has settled once they have left.
- Parents are encouraged to contact the centre at any time they need a bit of reassurance, staff often initiate phone calls during the settling in period with updates on their child.
- Educators assist families in the challenging time of saying goodbye, especially during the settling in period. Educator experience and qualification assist in families having a smooth transition to care with support and guidance that helps.
- Educators use many strategies at assisting children during their settling in period, these are different to suit the individual needs and preferences of children.
- Review enrolment and orientation procedures to ensure informal parts are documented!
- Evidence of parent handbook, policies and procedures (parent library)

## 6.1.2 Families have opportunities to be involved in the service and contribute to  service decisions.

Monday, 27 August 2012
12:59 PM

- ICC has a culture of open communication.
- ICC educators share information about children's progress, relationships, interests and their lives during the day informally and at formal meeting times.
- ICC educators and families share information about children's development, progress, interests informally and during formal meeting times.
- Evidence of responding to families concerns and requests in prompt and sensitive ways!
- Evidence of educators encouraging families to talk about the values and expectations they hold in relation to their child's learning!
- Educators encourage families to share their own life and family culture with ICC!
- Educators encourage families to contribute to plans for children's experiences and their documentation of learning!
- Review Communication policy!
- Q) How do families contribute to the QIP and self-assessment review?
- Q) How do families contribute to the review of the philosophy and policies and procedures?
- Q) How do we take account of the suggestions and issues raised by families when planning for improvement?
- Review Family Participation procedure!

## 6.1.3 Current information about the service is available to families.

Monday, 27 August 2012
12:59 PM

- Current information about staff news, centre events, important information, staying healthy in childcare notifications are displayed at each entrance of the centre.
- Families are also updated regularly of illness updates, news and reminders via email.
- Need to have some information translated into Chinese and added to website!
- Q) How are families kept informed about the ICC's participation in the NQF and the progress in meeting the NQS?
- Show folder of kept records of communications to families!
- Show evidence of policy changes being fully explained to families prior to being implemented!

## 6.2 Families are supported in their parenting role and their values and beliefs about childrearing are respected.

Monday, 27 August 2012
1:04 PM

- Q) How do we learn about children's families and who is important in their lives?
- Q) How does the information families provide to the service contribute to decision making?
- Q) What do we do when families make unusual requests or express concerns?
- Q) How do we find out about community resources that are relevant to our families?
- Q) How do we support families to access community resources?

# 6.2.1 The expertise of families is recognised and they share in decision making about their child's learning and well-being.

- Daily information is exchanged between educators and families at arrival and departure times and also throughout the day at certain times.
- Families are informed immediately and sensitively when serious incidents occur affecting their child, minor incidents are always communicated to families during the end of day period.
- Educators discuss individual needs and play preferences with families
- The centre director and all ICC educators share information about children within the service and know each child and their family well.
- ICC educators enjoying sharing information about positive learning experiences, children's successes and achievements, they will also communicate negative information sensitively.
- Discuss strategies in shared decision making with families and honouring family requests!
- Discuss how the service supports consistency between each child's home and ICC!
- Q) How can families have private discussions with educators?
- Assessors wish to sight:
  Information about children's backgrounds, experiences, likes, dislikes and home routines and these are regularly updated!
  Families providing regular feedback about children's experiences!
  Families making suggestions about routines and activities!
  Families contributing to curriculum decision making and the documentation of children's learning!

## 6.2.2 Current information is available to families about community services and resources to support parenting and family wellbeing.

- Observe ICC educators providing a range of information on community services and resources in conversations with families!
- Assist families access or contact community services!
- Find out community resource agencies in our area!
- Ask families what kind of support services or agencies they may be interested in!
- Observe information in areas used by families!
- Observe service documentation!

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

Monday, 27 August 2012
1:07 PM

- ICC educators share information informally throughout the day or formally during meeting times planned or able to be planned spontaneously to ensure continuity of care. We also have a communication diary to share important daily information.
- Communication is managed throughout the day and information is shared across shifts and between educators and families. This is largely successful due to a stable, qualified team of educators.
- Families are given their child's developmental records when leaving ICC and are encouraged to share this information with the child's next formal care and education setting.
- Educators plan for children's transitions in catering for each individual child's need respectful of family's preference.
- A formal transition to school program for children leaving for school is planned by educators in the preschool room. ICC experiences are planned to prepare children for a successful transition to school beginning in the baby room and continuing throughout all rooms.
- ICC works with Ultimo Public school in helping assist ICC children prepare for school. ICC visits a kindergarten for a morning lesson and a tour of the school grounds for discussions with peers and educators they know well enough to communicate their feelings of excitement and be comfortable enough to express their fears.
- ICC plans with families how to access support. ICC staff are respectful of families contracted support agencies and works with them wherever possible.
- Q) What local resources exist that may connect children and families with the community?
- Q) What are the communities early childhood development strengths and where might additional support be? What data is available?
- Q) What is happening in our local community that is relevant to our work with children and families?

## 6.3.1 Links with relevant community and support agencies are established and maintained.

- Q) What strategies do we use to establish links and relationships with other services and support agencies in our community?
  Magic Pudding Evacuation!
- What are the processes involved in making or taking a referral to or from other services/agencies?!
- Show examples of working with others services to develop strategies for a child and their family!
- Sight process for making a referral to child protection agency!
- Sight EC intervention services!
- Sight family support agencies!
- Sight health professionals!
- Evidence where required of families being referred and supported to make contact with appropriate services!
- Evidence of child information sharing between other services and agencies with parent permission!

## 6.3.2 Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.

Monday, 27 August 2012
1:08 PM

- Observe children experiencing positive transitions between home and ICC.
- ICC is designed in a way that children are safe and supervised at all times when being transported to ICC. The parking and ABC thoroughfare are managed by the ABC to ensure children and family safety. Families are regularly reminded of our parking obligations especially during peak times of the day.
- Observe educators communicating about children's experiences earlier in the day!
- Observe families sharing information about their child!
- Discuss how children are supported during transitioning rooms/groups, moving between settings and returning to ICC after an absence!
- Discuss strategies to ensure excursions are positive and safe experiences!
- Discuss strategies used to plan a successful transition to school!
- Discuss how we assist children with additional needs transition to school!
- Incorporate road safety education into the program!
- Wish to sight: examples of plans to assist children In making a positive transition from ICC to school!
- Wish to sight written procedures for releasing children and ensuring only authorised contacts collect children!
- Wish to sight records of children's arrival and departure times, with signature of person responsible for verifying the accuracy of the record or the person collecting the child!
- Wish to sight: Written evidence of risk assessments provided to families prior to excursions!
- Wish to sight: Detailed information provided to families regarding excursion information and permission for children to be taken outside of ICC!

### 6.3.3   Access to inclusion and support assistance is facilitated.

Monday, 27 August 2012
1:09 PM

- Observe children with additional needs demonstrating a sense of belonging and comfort in ICC environments. Observe trust and confidence in educators and their participation and engagement in group experiences.
- Observe plans and programs prepared in consultation with other professionals which inform plans at ICC!
- Resource material that reflects children and people with disabilities as active participants in the community!
- Wish to sight evidence of professional development to support ongoing responsiveness to children with additional needs!
- Review service policy – Inclusion of children with additional needs!
- Wish to sight evidence of regular meetings, ongoing communication between families, educators, other agencies or specialists working with the child!
- Examples of individual support plans for children with additional needs! (Patty)

## 6.3.4  The service builds relationships and engages with the local community.

Monday, 27 August 2012
1:10 PM

- Q) Does ICC's environments reflect our families, the cultural diversity of the broader community, including Aboriginal and Torres Strait Islander communities?
- Q) Do our books, resources provide a balanced view of contemporary Australians?
- Q) Do we respond positively to families differences and lifestyle choices?
- Discuss how ICC:
  Promotes child-friendly communities and advocates for universal access to a range of high quality early childhood programs for children!
  Build connections with our local community!
  Strengthen children's connection with and understanding of their community!
- Show examples of community members visiting ICC and ICC's participation in the local community!
- Discuss how educators raise awareness of Aboriginal and Torres Strait Islander communities including acknowledging traditional owners of the land and local elders! Paula and Patty!
- Discuss how we demonstrate a respect for community protocols!
- Discuss how children are supported to develop an understanding of their social and cultural heritage! (Celebrations)
- Educators liaise with other children's services, local businesses, schools, health services and organisations working with families and children in the local area!
- Ask members of the local community to visit – Fire, Police etc…
- Discuss how children have opportunities to learn about and contribute to our community!

# Improvement Plan Table

Thursday, 11 October 2012
3:14 PM

## Improvement Plan

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

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

Monday, 19 September 2011
2:09 PM

# 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 |
| | **Related requirements** | |
| 7.1.5 | regulation 14 | Application for provider approval by individual |
| 7.1.5 | regulation 15 | Application for provider approval by person other than an individual |
| 7.1.5 | regulation 16 | Matters relating to criminal history |
| 7.2.3 | regulation 31 | Condition on service approval - Quality improvement plan |
| 7.1.5 | regulation 46 | Application for supervisor certificate |
| 7.2.1, 7.2.3 | regulations 55-56 | Quality improvement plans |

Strengths:
- longevity of members on average
- relationships with Director and educators
- ABC representative and the relationship and collaboration with the ABC in general
- strong sense of leadership from the Director and the MC
- serious sense of responsibility and commitment
- respect for staff - pay and conditions, staff rep at each meeting
- I think it was a real strength when the MC attended staff meetings as well
- winning MC of the year at the CCs in 2007

# 7.1.1 Appropriate governance arrangements are in place to manage service.

Wednesday, 29 August 2012
3:49 PM

- professional learning community
- staff offered lots of PD
- MC need to do more PD within leadership and governance
- governance statement - need to circulate this to the MC and parent body again as it's a great document that encapsulates what we do
- Do we have everything displayed that we need to in relation to the Regulations? We probably do but I don't see it all, and do we have it listed whom families make their complaint to and how to contact that person?

# 7.1.2 The induction of educators, co-ordinators and staff members, including relief educators, is comprehensive.

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7.1.2

- How do we induct staff to the following documents - law and regs and NQS, EYLY, philosophy? I know you have done an information session for all the current staff but how do you cover it for new staff?
- ICC code of conduct probably needs to be reviewed - it was last officially looked at in 2007 I think.
- review the induction process in general for permanent and casual staff when new.

# 7.1.3 Every effort is made to promote continuity of educators and co-ordinators of the service.

7.1.3

- continuity of educators is a huge strength - talk about how long educators have worked here and how they come back if they leave.
- Abi volunteering to do her Cert III as well as cooking. Are we paying for that because I think we should at least contribute towards it?
- staff appraisals should be every 6 months and linked to individual PD plans. Yours should be at least annually and also linked to a PD plan. If Davis doesn't do it soon maybe Marie should be asked to do it? I know David has a lot on at the moment.
- Do we need to review the performance appraisal documents or are you happy to do that independently?
- a strength is the fact that staff so permanent type shifts - continuity for children and families.
- do we still have an exit survey for educators and families? If not, we should.

# 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.

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3:50 PM

7.1.4
- Educational Leader - maybe this should have an item in each Newsletter? Do you have it as an agenda item for staff meetings?
  preschool program is a strength as children are prepared for school form birth - not a short or tokenistic program. How is the relationship with Ultimo Public School going? Would be good to keep strengthening that.

## 7.1.5 Adults working with children and those engaged in management of the service or residing on the premises are fit and proper.

7.1.5
- child protection training - should the MC have a short training session on this too?

# 7.2.1 A statement of philosophy is developed and guides all aspects of the service operations.

Wednesday, 29 August 2012
3:53 PM

7.2.1

- complaints procedures - are they explained to everyone and how? Do we need to update the Staff and Parent Handbooks?
- we need to have a really strict schedule for reviewing policies and I nee to pull my finger out with that!!
- Philosophy review - a strength if everyone is truly involved - talk about the process.

## 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.

7.2.2
- contribution and achievement of individual staff - a real strength in how we celebrate this.
- do job descriptions need to be reviewed in light of new Regs and NQS?
- do all staff have individual PD plans that are updated every 6 months?

## 7.2.3  An effective self-assessment and quality improvement process is in place.

7.2.3

- children's learning, development and documentation - I am not at all up with the ICC procedures anymore. How is this explained to families now?
- QIP - how do we review it and how often? How are the staff and families involved in this?
- QIP should be an agenda item for each staff and MC meeting.
- do we still do an annual survey of the families and how they perceive ICC? I know you have done a survey monkey which was great!

# 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.

7.3.1
- how are documents updated and reviewed?
- retention and disposal of records - how is this done?
- record of a death of a child - how do we do this?
- record of a service's compliance history - how do we record this?
  apprprite and confidential storage of records - look at p. 188 - 189 of guide to NQS

## 7.3.2 Administrative systems are established and maintained to ensure the effective operation of the service.

Wednesday, 29 August 2012
3:54 PM

7.3.2
- human resources procedures - need more information on this maybe?
- NS and staff attend each MC meeting and can comment on the effectiveness of systems within ICC.

### 7.3.3 The regulatory authority is notified of any relevant changes to the operation of the service, of serious incidents and of any complaints which allege a breach of legislation.

7.3.3
- do we have a procedure for notifying DEC of relevant changes and what is it?

# 7.3.4 Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner.

Wednesday, 29 August 2012
3:55 PM

7.3.4
- complaints and grievances are discussed at MC meetings.
- how are issues raised by children followed up on?
- info. on grievance procedure to be put in the Parent Newsletter on a regular basis and also in the parent Handbook - which I'm sure it would be. Staff and Parent Handbooks need to be reviewed.

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

7.3.5
- policies and procedures clarified in the Handbook and on the website.
- do we have all the policies on pp. 194-194?

# Improvement Plan Table

Thursday, 11 October 2012
3:11 PM

## Improvement Plan

| Standard/ element | What outcome or goal do we seek? | Priority (L/M/H) | How will we get this outcome? (Steps) | Success measure | By when? | Progress notes |
|---|---|---|---|---|---|---|
| | | | | | | |
| | QA | | | | | |
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## Improvement Plan

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

# Records of Visits and Checks

Monday, 19 September 2011
2:10 PM


Liz Burch from DEC visited on _____.
She was interested to speak with Cally and discuss progress on implementing the QIP.
 Liz Burch was our centre's previous CSA and was interested to meet with me as Liz worked closely with Sara Andersson our previous Director for many years.