

# Education and Care Service

## Quality Improvement Plan

Service Name	Normanhurst West Out of Hours School Care
Service Number	SE-40000463

***“There is no end, this is an ongoing cycle and there is always room to improve”***

*Participant, ECECD Sector Focus Group May 2015*



## Purpose

An objective of the National Quality Framework (NQF) is to encourage continuous quality improvement in education and care services and provide families with better information for making choices about their children's education and care.

This quality improvement plan (QIP) has been designed as a workbook to assist you in preparing a QIP specific to your service.

You will be able to develop a QIP by working through and completing each section of this workbook. By regularly updating your plan you will also help ensure that your service meets the requirements of the National Regulation.

## How to use this workbook

The workbook includes 3 sections for you and your service community to work through:

**Section 1 Philosophy** – A place to record your service philosophy

**Section 2 Self-assessment** – A place to self-assess your service's practices for each of the 7 quality areas and against the requirements of the Regulations and the National Quality Standard (NQS)

**Section 3 Plan** – A place to prepare a plan for improving your service



## Can I use an alternative QIP template?

Yes, although, when selecting an alternative QIP format, please keep in mind the requirements of the relevant law and regulations.

**Remember, as well as including a service philosophy, self-assessment component and plan for improvement, the regulations require that your current QIP be:**

- Regularly reviewed, at least annually
- Kept on the service premises or, in the case of a family day care service, at the principal office of the family day care service
- Shared with the families of children enrolled at the service and families seeking to enroll at the service, if requested by them
- Available to be viewed by an authorised officer or the regulatory authority upon request

# Section 1 – Your Philosophy

Your service's philosophy describes the core beliefs and values you hold for children and families as they apply to your delivery of quality education and care.

Your service philosophy should be the foundation for your approach to achieving quality outcomes for children and should be clear enough to guide your decision making and service practice.

## **Some things to think about when developing your service's philosophy:**

- What are the core values of your service?
- Do you follow a particular educational approach?
- What is important to you, the staff, the children and the families using your service?
- Does your service reflect the wider community?

You can use these prompts to guide discussion amongst educators, the families and the broader service community to assist in articulating your service's philosophy

## Insert (or attach) your service philosophy into the space below

Our service strives to be a quality, value for money care provider, which meets the requirements of the community and the standards, regulations and recommendations outlined by the National Quality Framework (NQF) for Quality Care. In providing a quality service we are guided by the following philosophy:

### *In regard to families at the service, we believe and acknowledge that:*

- Families are the paramount influence in a child's life.
- The service should provide effective communication between management, staff, children and families.
- The values, traditions and beliefs of each family should be acknowledged and respected.

### *In regard to the children at the service, we believe and acknowledge that:*

- Each child is an individual with unique needs, strengths and interests. We understand that when children are developmentally ready, they will achieve milestones in their learning and development. Therefore, it is important to cater for the needs of each child.
- Children should be valued for their individual personality and abilities.
- Positive self esteem and high self worth assist a child to have lifelong emotional intelligence that gives them the ability to cope with life's challenges.
- Children have the right to a safe, secure and stimulating environment.
- Children have the right to be treated as capable and competent and should be provided with the opportunities to develop and practice new skills.
- Play is the learning process that enables children to learn through concrete "hands on" experiences such as doing, experimenting, predicting, achieving and making mistakes.
- Children in our care have many differing social and cultural backgrounds and we respect the experiences these bring from the home environment.
- Each child has the right to equality and respect. Respecting the needs, feelings and property of others is a mutual practice, which assists in the development of compassion in others regardless of age.
- Routine times are an integral part of a child's learning experience and takes into account their home and cultural backgrounds.
- Children learn through responsive and reciprocal relationships and that relationships are important to a child's health, well being and development.

*In regard to our staff, we believe and acknowledge that:*

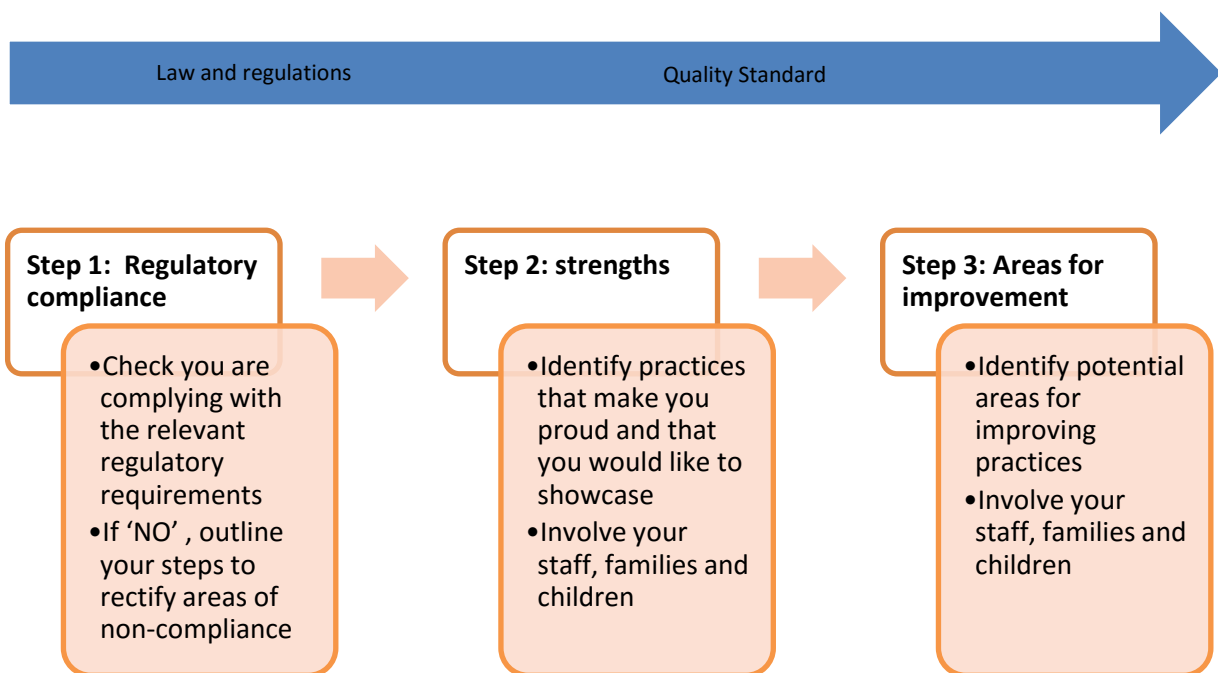
- Staff should be provided with ongoing opportunity for professional development.
- Staff are provided with opportunities to be involved in the preparation of the services program.
- Staff are valued as individuals and their unique skills and abilities acknowledged and utilised



## Section 2 – Self-assessment

A quality benchmark for practice in education and care services is set by the Regulations and the National Quality Standard.

This section of the workbook helps you assess your service's practices by assisting you to reflect on those practices and how they contribute to achieving the quality outcomes for children described in the National Quality Standard.



Reflecting on your practices helps you gain a clear picture of the quality of the education and care being experienced by children and families using your service.

### Think about

- Do you comply with regulatory requirements?
- What do you do really well?
- What could you do better?

These kinds of questions will help you reflect on how your service achieves quality outcomes for children as measured by the National Quality Standard. You do not need to address every standard each time you conduct a self-assessment.

### The benefits of an honest self-assessment

It's important to be realistic and honest when reflecting on your service and how practices relate to the Regulations and the National Quality Standard.

Your QIP is an important tool for identifying areas that could be improved and extended.

# Quality Area 1: Educational program and practice

This quality area focuses on ensuring that the educational program and practice is stimulating, engaging and enhances children's learning and development through play and leisure. In school aged 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.

## Step 1: Assess your compliance with the regulatory requirements

Refer to the relevant sections of the National Law and Regulations

Date of self-assessment :		Friday 8 <sup>th</sup> April 2016
Ref. to Law (S) /Regulation (R)	Does your service meet these requirements?	Yes / No
S.323 S168 R.254	Is either the Early Years Learning Framework or My Time Our Place used to guide the development of the program?	Yes
R.73	Have you developed a program that contributes to each child's learning and development outcomes outlined by the learning framework?	Yes
R.74	If you have children who are <b>preschool age or younger</b> , do you document: <ul style="list-style-type: none"> <li>An assessment of each child's development, interests and participation in the program?</li> </ul>	NA
	<ul style="list-style-type: none"> <li>An assessment of each child's progress towards the program outcomes?</li> </ul>	NA
	If you have <b>school age children</b> , do you document: <ul style="list-style-type: none"> <li>An evaluation of each child's wellbeing, development and learning?</li> </ul>	Yes
R.75	Is the information about the program displayed in a place at the service that is accessible to parents?	Yes
	Is a copy of the program available for inspection on request: <ul style="list-style-type: none"> <li>At the service for long day care, preschool or outside school hours care, OR</li> <li>At each educator's residence or venue for family day care?</li> </ul>	Yes
R.76	If requested, do you provide families with: <ul style="list-style-type: none"> <li>Information about the content of the program and service routines and how they operate in relation to their children, including their participation?</li> </ul>	Yes
	<ul style="list-style-type: none"> <li>A copy of their children's assessment/evaluation documentation?</li> </ul>	Yes
<b>If you answered 'No':</b> <ul style="list-style-type: none"> <li>You are not meeting the regulatory requirements. You should take immediate steps to rectify this non-compliance.</li> <li>Record your rectification actions in the <i>Response to non-compliance</i> table below.</li> </ul>		

Responses to non-compliance	
Regulation / description	Steps to comply

## Step 2: Identify and record your strengths

What are the practices that make you proud and that you like to showcase?

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

### Think about:

- How are children supported to participate in the program?
- How is information about the program and each child's progress shared with individual families or with all families, including those who do not regularly attend the service?

- The weekly program is displayed near the parent sign in/ out area as well as available on line on the Centre's website.
- Children are given ownership of program through use of their ideas and suggestions.
- Observations contain a check list from MTOP to ensure children are developing in all areas.
- MTOP is referred to on the program
  - \*From previous goal – learning outcomes now displayed on program.
  - \*From previous goal – programming cycle now developed and displayed.
- There are a number of resources at the centre that allow children to independently make choices about what they become involved in whilst at the centre. These resources include board games, construction resources, craft materials, sporting equipment.
- Children interest and suggestions are reflected through the programing and daily reflection. These suggestion are given through direct and indirect (observations).

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

### Think about:

- How do you ensure that the cycle of planning, assessing, documenting and evaluating used by educators are effective?
- How do educators scaffold and extend each child's learning?
- How is critical reflection used to review, revise and implement the program?



- Educators complete observations each shift. As part of the observations they include an idea to extend the individual child experience. This is then included in the programming in the following three weeks.
- Educators complete a follow up on the experience by extending the observation for further programming.
- An evaluation is attached at the end of each program identifying why activities were chosen e.g. based off the children interest, observation etc. Follow ups are included as part of the daily program.

\*Educators now develop the VC daily programs. Educators use different media's such as face book to take Coordinator and Assistant Coordinator in activities and craft ideas that they feel the children would enjoy.

\*The Planning cycle has been updated to include cultural and community links. The cycle of planning now covers spontaneous activities, observation follow ups to be carried out and an explanation about what the centre will be doing that week.

### Step 3: Identify areas for improvement.

Identify the areas of your service's practices that you think could be improved or extended upon to raise quality outcomes for children.

How can you:

- Fill the gaps.
  - What don't you do now that you would like to do in the future?
- Improve what you do.
  - What do you do well now that you would like to do better?
- Explore interests.
  - What area of interest would you like to explore further?

Standard	Describe the area for improvement	What goal or outcome do you want to achieve? <i>[Prioritise your area for improvement when you complete Section 3]</i>	Priority (H, M, L)
1.2	Improve Observation and Programming for Children	Spreadsheet of current children to be updated and reviewed regularly to ensure that all children have observations completed termly (Ensure staff get into routine of completion; spread sheet has been printed off to ensure easy access for all staff.)	H
1.2	Encourage staff and children to get more involved in the program.	Spreadsheet of current children to be updated and reviewed regularly ensure that each child have the opportunity to express interest to go in program	H



## 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.

### Step 1: Assess your compliance with the regulatory requirements

Refer to the relevant sections of the National Law and Regulations

Date of self-assessment: Friday 8 <sup>th</sup> April 2016		
Ref. to Law (S) /Regulation (R)	Does your service meet these requirements?	Yes / No
R.90 – 91 R.162	Have you ensured that all educators and families are aware of the medical conditions policy and always follow it?	Yes
R.92-96 R.161	Have you ensured that all educators, families and, where applicable, children are aware of the procedure for administering medication and always follow it?	Yes
R.81	Have you ensured that you meet each child's need for sleep and/or rest?	Yes
R.88	Have you ensured that all educators and families follow the service's policies and procedures around preventing and dealing with the outbreak of infectious diseases?	Yes
R.85-87	Have you ensured that all educators follow service procedures in the event of an accident, injury or illness?	Yes
R.89	Do you have sufficient first aid kits? Have you checked that they are fully stocked and removed all out-of-date items?	Yes
R.78-79	Do you ensure that food and drinks served to children are consistent with your nutrition policy and that children can access water at any time?	Yes
R.77	Is food stored, handled and served safely?	Yes
R.80	Do you display a menu if you provide food at your service?	Yes
S165	Have you ensured that educators are supervising children effectively?	Yes
R.82-83 R.97, R.103 S.167	Have you ensured that all educators follow service procedures designed to ensure the environment is safe and that children cannot access dangerous items?	Yes
R.99	Have you ensured that all educators follow service procedures about the delivery and collection of children from the service?	Yes
R.165-166	Have you ensured that all family day care educators follow service procedures about visitors to the residence or family day care venue?	Na
R100-102	Have you ensured that all educators follow service procedures in relation to excursions, including obtaining authorisations and conducting appropriate risk assessments?	Yes
R97-98	Have you ensured that plans are developed to manage emergencies and evacuations and are displayed near each exit? Are emergency and evacuation procedures practised at least every 3 months?	Yes
R.84	Have you ensured that all educators are aware of their child protection responsibilities?	Yes
<b>If you answered 'No':</b> <ul style="list-style-type: none"> <li>You are not meeting the regulatory requirements. You should take immediate steps to rectify this non-compliance.</li> <li>Record your rectification actions in the <i>Response to non-compliance</i> table below.</li> </ul>		

Responses to non-compliance	
Regulation / description	Steps to comply

## Step 2: Identify and record your strengths

What are the practices that make you proud and that you like to showcase?

**Standard 2.1:** Each child's health is promoted.

### Think about:

- How are the health needs of all children met, including children with allergies or ongoing medical conditions and children who become ill while at the service?
- How do you ensure that sleep and/or rest times are appropriate for each child and that there are opportunities for rest and relaxation at other times during the day?
- How do you promote good hygiene practices and prevent the spread of infectious diseases?

- Allergies / intolerances / cultural requirements and food preferences are taken into account when planning the menu for each term, including the planning of alternate foods, as required.
- An allergy list is completed for the afternoon session at the end of each morning session, based on the afternoon attendances. This reflects different allergies and intolerances, as well cultural requirements.
- We have recently (term1 2016) purchased foam squares to cushion our quiet area. It also contains a couch and pillows. This ensures the area is a quiet relaxing space for children to retreat to.
- Children are encouraged to wash their hands when they arrive from school. Child must wash their hands before eating.
- New routine implemented in Term 3 2016 with children now serving themselves, learning to use utensils and handling of food to promote healthy eating habits.
- The service follows infectious disease policy, which outlines children must be excluded from the service during any infectious period of an illness/disease. All families are notified of any reportable disease via the parent noticeboard and emails sent.
- Children's individual requirements and RMCP's are discussed at staff meetings to ensure staff are aware of children's various additional requirements.

**Standard 2.2:** Healthy eating and physical activity are embedded in the program for children.

**Think about:**

- How do you promote healthy eating at your service?
- How do educators encourage children to be physically active in both the indoor and outdoor environments?

- Menus are developed to include a carbohydrate, meat or alternative, dairy product and either/or fruit or vegetable.
- A fruit bowl is provided during the afternoon to allow children the opportunity to snack healthily, as required. This displays an understanding of the individual needs of children.
- For late snack, the centre aims for 4 different types of fruit/vegetables to allow children to sample different foods.
- Water is available on request, there are bubblers at the cola and we are looking at having a bubbler put in closer to the centre
- The program is developed to reflect the children's interest e.g. AFL
- We also provide a program once a week where an outside source comes to teach the children new skills e.g. soccer, Zumba, smash hockey
- A records book is kept at OOSH to encourage children to participate in those physical activities but also to create new records using different activities and parts of their bodies.

**Standard 2.3:** Each child is protected.

**Think about:**

- How is supervision modified to meet the needs of individual children and the type of activities they are engaged in?
- What steps are taken by your service to identify and manage potential risks to children's safety, including during emergency situations?
- What recognised authorities are consulted in the development of these plans?
- How do you ensure that educators, staff and families understand how to report their concerns about child protection issues?

- At each staff meeting, staff are asked if there are any WHS issues which they are aware of. Procedures are in place to ensure the areas utilised each session are checked for safety, and any risk control measures are implemented appropriately.
- There is a safety week at OOSH whereby the entire week the families, staff and children are involved in discussing how to keep each child safe including practicing of emergency procedures each session for that week.
- Most staff have completed Child Protection Overview training or Accredited Children Protection Training.
- Staff are asked at staff meetings what being a mandatory reporter is and how they would go about checking whether to report if they had child protection concerns.

**Step 3: Identify areas for improvement.**

Identify what areas of your service's practice could be improved or extended upon to raise quality outcomes for children.

How can you:

- Fill the gaps.
  - What don't you do now that you would like to do in the future?
- Improve what you do.
  - What do you do well now that you would like to do better?
- Explore interests.
  - What area of interest would you like to explore further?

Standard	Describe the area for improvement	What goal or outcome do you want to achieve? <i>[Prioritise your area for improvement when you complete Section 3]</i>	Priority (H, M, L)
2.3	Increase staff members awareness of child safety.	<ul style="list-style-type: none"> <li>• Ensure all staff have completed at least the overview or accredited Children Protection Training (Most staff have either completed Child Protection Overview training or Accredited Children Protection Training.)</li> </ul>	M
2.3	Increase staff members awareness of child safety.	Expand the current Safety Week with visits/talks each term from community and government organisations. (Term 3 – Fire Brigade – organise Term 4, Rotate and monitor goal.)	M
2.3	Prevention of infectious disease spread	Creation of Immunisation Register	M
2.3	Risk Assessments	General risk assessments to be completed for the centre (i.e kitchen, outdoor, indoor)	M

## Quality Area 3: Physical environment

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

### Step 1: Assess your compliance with the regulatory requirements

Refer to the relevant sections of the National Law and Regulations

Date of self-assessment: 13 <sup>th</sup> April 2016		
Ref. to Law (S) /Regulation (R)	Does your service meet these requirements?	Yes / No
R.104-115	Have you ensured the services premises, venue or residence meets all regulatory requirements? For example: <ul style="list-style-type: none"> <li>There is the required amount of unencumbered space for the number of children in attendance at the service</li> <li>Arrangements for dealing with soiled clothes, linen and nappies</li> </ul>	Yes
	<ul style="list-style-type: none"> <li>If you have children who are preschool age or younger, have fencing that prevents them going over, under or through it?</li> </ul>	N/A
	<ul style="list-style-type: none"> <li>Are there appropriate toilet, hand washing and nappy change facilities?</li> </ul>	Yes
	<ul style="list-style-type: none"> <li>Is there space for administrative functions and consultation with families?</li> </ul>	Yes
	<ul style="list-style-type: none"> <li>Is there adequate light, ventilation and shade?</li> </ul>	Yes
	<ul style="list-style-type: none"> <li>Are all areas of the premises easily supervised?</li> </ul>	Yes
R.103	Have you ensured that the service premises, venue or residence and all equipment and furniture are safe, clean and in good repair?	Yes
R.113	Have you ensured that children are able to explore and experience the natural environment? For example are there trees, plants and sand?	Yes
R.116-117	If you have a family day care service: <ul style="list-style-type: none"> <li>Have you ensured that all educators' residences or approved venues are safe before children are placed in care, and at least annually?</li> </ul>	Na
	<ul style="list-style-type: none"> <li>Have you ensured that glazed areas of all educators' residences or approved venues meet the required safety standard?</li> </ul>	Na
	<ul style="list-style-type: none"> <li>Do you require educators to inform you of any alterations or renovations to their premises?</li> </ul>	Na
<b>If you answered 'No':</b> <ul style="list-style-type: none"> <li>You are not meeting the regulatory requirements. You should take immediate steps to rectify this non-compliance.</li> <li>Record your rectification actions in the <i>Response to non-compliance</i> table below.</li> </ul>		

Responses to non-compliance	
Regulation / description	Steps to comply

## Step 2: Identify and record your strengths

What are the practices that make you proud and that you like to showcase?

**Standard 3.1:** The design and location of the premises is appropriate for the operation of the service.

### Think about:

- How does the physical environment contribute to children's learning and support their developing autonomy and independence?
- How do cleaning and maintenance activities contribute to children's health and safety?
- How do you offer a range of challenges and experiences to meet the interests and abilities of all the children who share the environment?

- Children are given the option of playing inside or out and well as making choices about what activity they would like to do.
- The centre bins are taken out each evening as well as the floors swept and mopped to ensure a clean environment for all at the service
- There is a termly cleaning checklist as well as set items to be cleaned daily on the routines
- Inside tables are set up as individual stations, with one for drawing, craft, games, as well as free play to allow the children to commence activities for themselves or participate in a pre-programmed activity.
- Activities are programmed that allow for challenge across different age groups. Our SKOOSH program (Senior Kids OOSH) allows us to plan more in depth experiences for each group, ensuring each groups abilities are catered for.
- Term 3: Food Set Up Change now occurring with children now self-serving from food platters at each table. Roll call is also taken at tables for K&1, helping them to interact during the beginning of the afternoon.
- Before and after each session, all tables are sanitised using food grade sanitiser and all eating and drinking utensils are sanitised in the dishwasher.
- Current interests are an integral part of the educational program – with educators regularly discussing current interests with individual children. Observations of children and evaluations of the daily program allow us to monitor these and incorporate into future programs.

\*The parent sign in/out area has been updated. This means that parents have easier access. New areas have been created to communicate with parents and caregivers.



**Standard 3.2:** The environment is inclusive, promotes competence, independent exploration and learning through play.

**Think about:**

- How is the environment arranged to provide dynamic and flexible spaces that engage children in a range of rich and diverse learning experiences?
- What opportunities are there for children to make decisions about the use of space and resources?
- What opportunities are there for children to engage with the natural environment?
- How are materials and equipment used creatively to stimulate children's interest and curiosity?

- Children use a variety of materials for painting such as leaves, twigs, flowers etc.
- Tables are rearranged depending of the programmed activity the children have requested
- Activities are versatile and are programmed in different areas – including having craft and reading being programmed outside
- Inside environment allows for different activities to occur in areas around the room, i.e – homework, quiet activities, construction, games.
- Children are able to explore the natural world. Appropriate bounds are set and children are able to move anywhere within this area.
- Children's choice activities are a part of the educational program

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

**Think about:**

- How do you promote sustainability and respect for the natural environment?
- How are children involved in sustainable practices?
- How does the educational program support children to become environmentally responsible?

- Cereal boxes are recycled for children's crafts as well as boxes which have been delivered (\*this is also shared with the local pre-school with cereal boxes donated for their re-useable craft bin).
- Children are encouraged to put their rubbish in the bins around the space being utilised.
- Children also have access to the recycling tub and staff are regularly seen guiding children to use the appropriate bins for their rubbish
- Educators regularly remind staff of the importance of looking after the environment (i.e - not breaking branches, throwing rubbish in the bin)
- Recyclable craft is regularly seen in the educational program
- Centre recycles all printer toner by returning them to place of purchase

### Step 3: Identify areas for improvement.

Identify what areas of your service's practice could be improved or extended upon to raise quality outcomes for children.

How can you:

- Fill the gaps.
  - What don't you do now that you would like to do in the future?
- Improve what you do.
  - What do you do well now that you would like to do better?
- Explore interests.
  - What area of interest would you like to explore further?

Standard	Describe the area for improvement	What goal or outcome do you want to achieve? <i>[Prioritise your area for improvement when you complete Section 3]</i>	Priority (H, M, L)
3.1	Improve signage and information for parents.	Work with pre-school of sharing the area more efficiently including the sharing of some posters.	M
3.1	Creation of an 'OOSH enviro club'	Provide an opportunity for the children to become environmentally responsible (through activities like watering gardens, planting etc)	M

## Quality Area 4: Staffing arrangements

This quality area of the *National Quality Standard* focuses on the provision of qualified and experienced educators, coordinators and 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.

### Step 1: Assess your compliance with the regulatory requirements

Refer to the relevant sections of the *National Law and Regulations*

Date of self-assessment: Thursday 7 <sup>th</sup> April 2016		
Ref. to Law (S) /Regulation (R)	Does your service meet these requirements?	Yes / No
R122-124	Have you ensured that the educator to child ratio is maintained and that only educators working directly with children are included in ratio?	Yes
R.120 R126 R.129-135 R.136	If you are a long day care or preschool or outside school hours care service, <ul style="list-style-type: none"> <li>Have you ensured that educators who are under 18 years of age do not work alone and are adequately supervised?</li> </ul>	Yes
	<ul style="list-style-type: none"> <li>Have you ensured that educators required to meet the ratio hold or are actively working towards the qualifications applicable in your state and territory?</li> </ul>	Yes
	<ul style="list-style-type: none"> <li>Have you ensured that at all times children are in attendance at the service there is at least one person with a first aid qualification available, and at least one person who has completed training in the management of asthma and anaphylaxis?</li> </ul>	Yes
R.119 R.127-128 R136 R144	If you are a family day care service, <ul style="list-style-type: none"> <li>Have you ensured that all educators and educator assistants are at least 18 years of age?</li> </ul>	NA
	<ul style="list-style-type: none"> <li>Have you ensured that all coordinators have an <b>approved*</b> diploma level qualification?</li> </ul>	NA
	<ul style="list-style-type: none"> <li>Have you ensured that all educators have or are actively working towards an <b>approved*</b> certificate III level qualification?</li> </ul>	NA
	<ul style="list-style-type: none"> <li>Ensure that all educators and educator assistants hold an <b>approved*</b> first aid qualification and have completed an <b>approved*</b> training in the management of asthma and anaphylaxis?</li> </ul>	NA
	If you employ educator assistants, <ul style="list-style-type: none"> <li>Do you ensure you and the educator assistant comply with the requirements of R.144?</li> </ul>	NA
<b>If you answered 'No':</b> <ul style="list-style-type: none"> <li>You are not meeting the regulatory requirements. You should take immediate steps to rectify this non-compliance.</li> <li>Record your rectification actions in the <i>Response to non-compliance</i> table below.</li> </ul>		

\*Use the [Qualifications Checker](#) on the ACECQA website to ensure educators hold approved qualifications

Responses to non-compliance	
Regulation / description	Steps to comply
NA	NA

## Step 2: Identify and record your strengths

What are the practices that make you proud and that you like to showcase?

**Standard 4.1:** Staffing arrangements enhance children's learning and development and ensure their safety and wellbeing.

### Think about:

- How does the children's grouping and the way educators are assigned to each group contribute to a positive learning environment for children?
- How are rosters organised to provide continuity for children and their families, and to provide time for educators to reflect on and develop the program?

- Indoor and outdoor programming options for free play.
- Areas are supervised and maintained.
- Staff role model acceptable behaviours for children.
- Staff scaffold the development of problem solving skills and social interactions.
- WHS checks are complete morning and afternoon.
- Staff are rotated through different areas to ensure a variety of children are engaged in different activities.
- Staff are rostered according to availability and experience.
- Rosters are rotated on a fortnightly cycle.
- Staff complete daily observations during shifts.
- The week's program is displayed for staff and parents to see.
- Staff participate with children through games and social interactions
- Staff observe children and provide these to the educational leader to program the follow ups in upcoming weeks
- The Educator to child ratio is maintained
- Team work together to support children's wellbeing, health, safety and learning
- The Educators discuss individual children and strategies for positive behaviour at staff meetings

<b>Standard 4.2:</b>	Educators, co-ordinators and staff members are respectful and ethical.
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**Think about:**

- How are documents such as learning frameworks, the service philosophy, code of conduct and the Law and Regulations used to guide educators' practices?
- How do team members support and mentor each other?
- How do you use the particular strengths, talents and interests of individual educators, co-ordinators and staff in the service?
- How is information shared amongst the team?
- How do you ensure that everyone's voices in the team are considered?
- What makes your service a good place to work?

- Staff are encouraged to share their interest with children through running activities and assisting with programming.
- Staff have a feedback box in which to place ideas and suggestions.
- Staff are encouraged to attend training to further skills.
- Most staff have attend NQF overview training.
- All staff have some first aid qualifications.
- The shift supervisors have completed first aid, asthma and anaphylaxis training and keep these qualifications current.
- Each staff meeting a quality area is discussed and notes are made on what the centre is doing well and what requires further development. This ensures the staff have regular input into the QIP and are aware of the NQF and how it guides the centres practice
- A Facebook group was created 24/3/16 to assist with staff communication. This is used for information such as:
  - Shift requiring a cover
  - Ideas/suggestions
  - Changes in routines
  - Staff memos
  - Photos of new sports equipment etc to boost staff morale
- Staff are required to read, sign and date (or 'like' if on facebook).
- Staff provide feedback on specific areas/ changes when asked
- Staff support new staff through:
  - A buddy system
  - Repeating names of children
  - Role model routines
  - Offer support when redirection as required
- Centre pays for training and wages for staff to attend training
- Staff recognise and affirm skills and abilities other staff members have (I.e staff regularly assist one another with parent queries, managing difficult behaviours)
- Staff are provided with formal feedback annually (via the staff appraisal process)
- Staff members show respect for each other's differences
- Our staff turnover is quite low, with majority of staff staying for at least 2 years.
- Staff work as a team, interchanging roles to support each other (I.e if a staff member is struggling with a particular activity, another staff member will assist)
- Staff are allocated particular tasks as part of the afternoon routine. This is changed daily to ensure all staff are able to complete all tasks required at the centre.

\*Previous goal achieved – Staff Birthdays are now celebrated with a list of all Staff Birthday's on the staff notice board.

\*Previous goal partially achieved – more information now being placed on Facebook Group allowing better access for staff. This includes memos being posted as well as the weekly program being posted from staff feedback.

### Step 3: Identify areas for improvement.

Identify what areas of your service's practice could be improved or extended upon to raise quality outcomes for children.

How can you:

- Fill the gaps.
  - What don't you do now that you would like to do in the future?

- Improve what you do.
  - What do you do well now that you would like to do better?
- Explore interests.
  - What area of interest would you like to explore further?

Standard	Describe the area for improvement	What goal or outcome do you want to achieve? <i>[Prioritise your area for improvement when you complete Section 3]</i>	Priority (H, M, L)
4.2	Increased staff interactions	More information available on the Facebook group (Ongoing) [Memos now online, aim to upload more documents for staff to access. – Continue to monitor]	H
4.2	Staff interactions with families.	Continue developing staff partnership with families	M
4.2	4.2.2, 4.2.3 – Staff to further develop skills with use of centre systems.	Develop knowledge of systems used to record information  (Creation of manuals and given to staff. Staff to be trained alternatively each week.)	H
4.2	Qualifications and training.	Ensure all staff have first aid, asthma, anaphylaxis and child protection training	H- T3
4.2, 4.1	Qualifications and training.	Develop more staff as Certified Supervisors and to train up in running a shift as well as responsibilities.	M-T4





# 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. These kinds of relationships free children to explore the environment and to engage in play and learning.

## Step 1: Assess your compliance with the regulatory requirements

Refer to the relevant sections of the *National Law and Regulations*

Date of self-assessment: 5 <sup>th</sup> September 2016		
Ref. to Law (S) / Regulation (R)	Does your service meet these requirements?	Yes / No
R.155	Have you ensured that educators interact with children in a way that <ul style="list-style-type: none"> <li>Encourage children to express themselves and their opinions?</li> </ul>	Yes
	<ul style="list-style-type: none"> <li>Support children to develop self-reliance and self-esteem?</li> </ul>	Yes
	<ul style="list-style-type: none"> <li>Maintain the dignity and rights of each child?</li> </ul>	Yes
	<ul style="list-style-type: none"> <li>Provide positive guidance and encourage acceptable behaviour?</li> </ul>	Yes
	<ul style="list-style-type: none"> <li>Reflect each child's family and cultural values?</li> </ul>	Yes
	<ul style="list-style-type: none"> <li>Is appropriate for the physical and intellectual development and abilities of each child?</li> </ul>	Yes
R.156	Have you ensured that the size and composition of each group of children provides them with the opportunity to interact and develop respectful and positive relationships with each other and with educators?	Yes
<b>If you answered 'No':</b> <ul style="list-style-type: none"> <li>You are not meeting the regulatory requirements. You should take immediate steps to rectify this non-compliance.</li> <li>Record your rectification actions in the <i>Response to non-compliance</i> table below.</li> </ul>		

Responses to non-compliance	
Regulation / description	Steps to comply

## Step 2: Identify and record your strengths

What are the practices that make you proud and that you like to showcase?

**Standard 5.1:** Respectful and equitable relationships are developed and maintained with each child

### Think about:

- How do educators create a relaxed and warm environment that builds secure relationships and supports each child's sense of belonging?
- How are routines and everyday experiences used as opportunities to engage children in conversation and learning?
- How do educators respond to the distress some children experience when they have to adapt to new places, new people and unfamiliar routines?
- How do educators support the maintenance of children's home languages?

- Staff ensure they are approachable
- Staff encourage all children to join in activities and play alongside them.
- Each staff member is assigned an area to monitor every shift this gives them the opportunity to connect with a variety of children.
- Routines and associated tasks are displayed in the staff area.
- Staff maintain eye contact with children when talking with them.
- A staff member is assigned to a new child to ensure they understand the process and routines. E.g. where breakfast is served, what happenings in the afternoon
- Staff ensure that children are greeted upon arrival.
- Each child is encouraged to become involved in programmed activities, particularly when they are not confident in doing so.
- Staff use children's names when interacting with them.
- Staff discuss with children activities that take place outside of OSHC and ensure they follow up with them on their next return to the centre.
- Staff show active listening skills to ensure children feel valued and appreciated
- Staff wear their badges so that parents are able to recognise who they are.
- Staff ensure that as soon as a child shows signs of distress, they are approached to ensure they are okay. In order to minimise the chance of distress, any change in routines, areas utilised or people at the service is discussed with the children at the commencement, or other appropriate time, of the session

\*music is now available at the centre. Children and staff suggest songs this are checked for appropriateness before they are played.

\*music is also used to signify when it is pack up time.

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

### Think about:

- How are children encouraged to share their ideas and to work together?
- How do educators encourage a culture of respect, equity and fairness in the group?

- How are children involved in determining the rules, expectations and consequences in relation to their own and others' behaviour?
- How are the dignity and rights of every child supported and promoted?

- Children are asked for ideas for programmed activities as well as menu ideas.
- Group activities are programmed to develop the children's team work abilities.
- Rules are brain stormed through programmed craft and during conversations.
- Children are encouraged to participate in activities of their choosing.
- When spontaneous activities occurs, staff are receptive and work to incorporate extensions into the program that session, and following weeks as appropriate
- Children have the opportunity to make vacation care suggestions, and recently a survey was conducted with the children at vacation care on the ipads to allow them to have more formal feedback.
- Children are aware of the expectations that are held by staff whilst at the service. The centre also focuses on positive behaviour management, where children discuss behaviours with staff, how they felt, how their behaviours make them and others feel and the reasoning behind certain rules.
- Children are asked to create their own expectations, particularly during routine times such as roll call. These are then typed up and displayed for the roll call group. This helps children to develop their own culture of respect and fairness.
- Children are never forced to do something that they do not want to do

### Step 3: Identify areas for improvement.

Identify what areas of your service's practice could be improved or extended upon to raise quality outcomes for children.

How can you:

- Fill the gaps.
  - What don't you do now that you would like to do in the future?
- Improve what you do.
  - What do you do well now that you would like to do better?
- Explore interests.
  - What area of interest would you like to explore further?

Standard	Describe the area for improvement	What goal or outcome do you want to achieve? <i>[Prioritise your area for improvement when you complete Section 3]</i>	Priority (H, M, L)
5.1	5.1.1, 5.1.3  Create better links between staff/children through a topic wall.	Topic wall to be placed on board entering centre. Topic to change fortnightly/monthly with staff, parents and children to	T4 - M

Standard	Describe the area for improvement	What goal or outcome do you want to achieve? <i>[Prioritise your area for improvement when you complete Section 3]</i>	Priority (H, M, L)
		write responses to the topic (eg: pets, where I've travelled to, etc)	
5.1	Home languages	Incorporate more activities based on multicultural events into the educational program	T1 - M

## 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 on community partnerships that are based on active communication, consultation and collaboration.

### Step 1: Assess your compliance with the regulatory requirements

Refer to the relevant sections of the *National Law and Regulations*

Date of self-assessment:		13 <sup>th</sup> September 2016
Ref. to Law (S) /Regulation (R)	Does your service meet these requirements?	Yes / No
R.157	<p>Do you respect the right of parents to enter the service when their child is in attendance unless</p> <ul style="list-style-type: none"> <li>Allowing the parent to come into the service poses a risk to the safety of children or staff?</li> <li>Allowing the parent to come into the service would prevent you or educators and staff from carrying out your normal duties, such as supervising children, delivering the program or meeting health and safety needs? or</li> <li>You reasonably believe that allowing them entry would contravene a court order?</li> </ul>	Yes
<p><b>If you answered 'No':</b></p> <ul style="list-style-type: none"> <li>You are not meeting the regulatory requirements. You should take immediate steps to rectify this non-compliance.</li> <li>Record your rectification actions in the <i>Response to non-compliance</i> table below.</li> </ul>		

Responses to non-compliance	
Regulation / description	Steps to comply

## Step 2: Identify and record your strengths

What are the practices that make you proud and that you like to showcase?

**Standard 6.1:** Respectful supportive relationships with families are developed and maintained.

### Think about:

- How do you ensure that the enrolment and orientation process supports all families and children enrolling in your service?
- How do you encourage families to be actively involved in the service?
- How can families share in decision making about the operation of the service?
- How do you share up to date information about the service with all families, including those who speak a language other than English and those who do not regularly attend the service?

- Parents are able to access all enrolment information through the web site at their convenience.
- Parents are encouraged to join the parent committee and are asked provide feedback to centre on enrolment through the parent handbook
- Recently the parents were asked to complete a Vacation Care Survey around how they would like the vac program to be developed (i.e. number of incursions / excursions, cost of the days etc). This ensures the program is responsive to family needs, and helps to build an understanding of the NWOOSH community.
- Parents are notified of any changes through email and the information is update online. Termly newsletters and updated information are also provided on the touchscreen.
- A parent information folder has been created. It can be found near the new sign in/ out area
- Parents are given to opportunity to provide feedback

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

### Think about:

- How do you work with families to support children's learning and wellbeing?
- How can families contribute to the educational program?
- How do you source information about community services and resources and how is this shared with families?

- As part of the enrolment process, families are asked to inform us of any particular culture days of celebration in which we can participate
- Basic cultural days form part of the educational program
- Families opinions are valued and suggestion for program ideas are taken into consideration
- Parents are encouraged to become a part of the management committee
- The Coordinator is subscribed to regular email updates from Hornsby council, network, north connects etc. This information is then shared with families through the community corner in the termly newsletter and on the touch screen
- Families are able to discuss their child's needs with educators at any time. If a parent holds concerns about the way the service operates, they are encouraged to make a time to meet with the Director, or management committee.
- There are pamphlets from local parent support agencies available near the parent sign on area

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

### Think about:

- How do you work with other services and agencies to support children and their families, including children with additional needs and those from diverse cultural backgrounds?
- How do you support children during transitions, for example when they are moving between home and the service, between groups or rooms and moving from the service to school?
- How do children at your service engage with the local community?

- Normanhurst West OOSH has a connection with Becklyn. This means that NWOOSH attends training with other centre staff allowing us to brainstorm together. Becklyn also hold Directors meetings of local centres to allow networking opportunities.
- The centre coordinates with Normanhurst West Public School- Term 1 and 2 kindy's are collected and walked to the NWOOSH Centre.
- Excursions to local venues e.g. cafes, putt putt, parks help to broaden the children's knowledge of the area.
- NWOOSH has had combined vacation care days with another OOSH centre nearby.
- Parents are encouraged to visit with new students (kindy) before they attend for orientation purposes.
- NWOOSH also does a presentation at orientation day informing parents about the facilities and programs available
- Roll calls have been reviewed. School years 4,5,6 now have their roll marked as they walk in to the resource room and a headcount is done in the room. They are then served afternoon tea in their own area.
- Children who attend extra-curricular activities are taken to, and picked up from, their lessons by centre staff. These extra-curricular activities are run by external sources, mainly from the local community.
- NWOOSH has recently organised for a local sporting club to do run a smash hockey program in the coming terms, linking families with the local community.

\*NWOOSH organised a Christmas food drive. The opportunity was used to talk to children about how we can help those that are less fortunate.

### Step 3: Identify areas for improvement.

Identify what areas of your service's practice could be improved or extended upon to raise quality outcomes for children.

How can you:

- Fill the gaps.
  - What don't you do now that you would like to do in the future?
- Improve what you do.
  - What do you do well now that you would like to do better?
- Explore interests.
  - What area of interest would you like to explore further?

Standard	Describe the area for improvement	What goal or outcome do you want to achieve? <i>[Prioritise your area for improvement when you complete Section 3]</i>	Priority (H, M, L)
6.3	Raise awareness for those less fortunate.	Investigate sponsoring a child and/or running a food drive.  (Christmas food drive participated in Dec 2016)	M
6.3	6.3.4 Involve Organisations in the program, such as speaking to children, participating in activities.	Investigate involving local Police, Fire, RSPCA, Ambulance services to speak to children. Develop a termly roster to rotate around services for activities/talks to children.  (Centre has been visited by Fire department and police)	M
6.2	6.2.1 Allow parents to have more say in the Vacation Care Program.	Vacation care survey to be completed post vc for parents to participate in. (Update: Survey has been approved for Spring VC.)  (Survey has been completed results are reflected in the Summer VC program.)	M
6.2	Key information, such as signing in for Authorised Nominee and Parents who	-Parent handbook in a different language (mandarin as this is the most spoken language next to English)	M



Standard	Describe the area for improvement	What goal or outcome do you want to achieve? <i>[Prioritise your area for improvement when you complete Section 3]</i>	Priority (H, M, L)
	have English as a second language.	-Information on Touchscreen to be in two languages – investigate a language option long term to be selected on the touch-screen.	

## 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, an ongoing cycle of planning and review, including engagement with families, create the climate for continuous improvement.

### Step 1: Assess your compliance with the regulatory requirements

*Refer to the relevant sections of the National Law and Regulations*

Date of self-assessment:		30 <sup>th</sup> September 2016
Ref. to Law (S) /Regulation (R)	Does your service meet these requirements?	Yes / No
R.173	Have you ensured that all of the information included in R.173 is displayed so that it is clearly visible from the main entrance to your service?	Yes
R.118 R148	Have you ensured that a suitably qualified and experienced individual has been appointed as the educational leader at the service and that this person's name is included in the staff record?	Yes
R. 146 R.147 R.154 R163	Have you ensured that, where applicable, records of working with children clearances are kept for <ul style="list-style-type: none"> <li>The nominated supervisor, educators, coordinators and staff?</li> <li>Family day care educator assistants?</li> <li>Adults living in residences used to provide a family day care service?</li> </ul>	Yes
R55-56 R31	Have you ensured that your Quality Improvement Plan <ul style="list-style-type: none"> <li>Contains a statement of the service philosophy?</li> </ul>	Yes
	<ul style="list-style-type: none"> <li>Is reviewed and revised at least annually?</li> </ul>	Yes
R.145-154	Have you ensured that all records relating to staff at the service are maintained and include all of the required information? Including <ul style="list-style-type: none"> <li>Records for the nominated supervisor, each educator, educator assistant, co-ordinator and staff member, volunteer and student?</li> </ul>	Yes
	<ul style="list-style-type: none"> <li>The name of the educational leader and responsible person?</li> </ul>	Yes
	<ul style="list-style-type: none"> <li>A record of educators working directly with children?</li> </ul>	Yes
	<ul style="list-style-type: none"> <li>A record of access to an early childhood teacher (if required by R.152)?</li> </ul>	NA
R.87 R.158-162	Have you ensured that all records relating to children at the service are maintained, including enrolment records, attendance records, health information, records of illness or accident?	Yes
	Have you ensured that records related to children contain all the required information including authorisations for the administration of medication, medical treatment, the collection of children from the service and excursions?	Yes
R.165	Have you ensured that records of visitors to a family day care residence or approved venue are maintained?	NA
R.181-184	Have you ensured that records are stored appropriately to ensure confidentiality and are retained for the period indicated in R.183?	Yes

Date of self-assessment: 30 <sup>th</sup> September 2016		
R.29, R.180	Do you keep information about public liability insurance for your service on the premises?	No
R. 174-176	Do you ensure that changes to the operation of the service, serious incidents and complaints which allege a breach of Law or Regulations are reported to the Regulatory Authority?	Yes
R.168-169	Do you ensure that all policies required by R.168, and where applicable R.169 are in place and available at the service?	Yes
R. 170	Do you ensure that your policies and procedures are followed?	Yes
R.172	Have you ensured that families are informed at least 14 days before changes are made to service policies or procedures that might have a significant impact on them, including changes in fees and the way they are collected?	Yes
R.185	Have you ensured that a copy of the Law and Regulations can be accessed by educators, staff, volunteers and families, including those seeking to enrol their child at the service?	Yes
<b>If you answered 'No':</b> <ul style="list-style-type: none"> <li>You are not meeting the regulatory requirements. You should take immediate steps to rectify this non-compliance.</li> <li>Record your rectification actions in the <i>Response to non-compliance</i> table below.</li> </ul>		

Responses to non-compliance	
Regulation / description	Steps to comply
Insurance	Print and put in a file to be stored on site- as this is held by the P&C, we do not have direct access to the certificate of currency.  (*Insurance is currently going through a review)

## Step 2: Identify and record your strengths

What are the practices that make you proud and that you like to showcase?

**Standard 7.1:** Effective leadership promotes a positive organisational culture and builds a professional learning community.

Think about:

- How is information about the management of the service, the roles and responsibilities of the approved provider, nominated supervisor, educators, coordinators and staff communicated to families?
- How do induction and handover processes promote strong working relationships and continuity for children and their families?
- How does the educational leader work with other educators to support a high standard of teaching and learning across the service?

- The staff utilise a Facebook group to inform each other as to any centre changes
- Centre has a communication diary in which notes are made to assist in the handover process
- Newsletter to inform parents as to what is happening in the centre/upcoming events/important updates.
- All parents are encouraged to attend the committee meeting
- Staff profiles are displayed near the entrance.
- New casual staff are not included in the ratio for their first shift allowing them to gain an understanding of the centre processes. New permanent staff are usually given a week of non face-to-face shadow shifts to enable them to become familiar with the centre.
- During induction, staff are informed about the management of the service, –provided with a staff handbook that outlines their responsibilities, the service history and expectations of each staff member.
- We believe an educator's knowledge is a crucial aspect of ensuring their continuity at the service – therefore, our induction process includes an outline of all important aspects of the service.
- Staff appraisals occur annually to highlight areas that are excelled in and areas for improvement. This provides as an opportunity for the educator to discuss any concerns, and set professional development goals with Senior staff.

## **Standard 7.2: There is a commitment to continuous improvement.**

### **Think about:**

- How is the service philosophy used to guide both processes and practices at your service?
- How are feedback and professional development opportunities used to promote ongoing improvement in the performance of all your employees?
- What processes do you undertake to assess practices at your service against the National Quality Standard and how can educators, families and children contribute to the development of a QIP?

- Staff receive 360 degree feedback once a year through the staff appraisal process. The feedback comes from a survey completed by parents, children, Becklyn, coordinator and assistant coordinator.
- Staff then work in consultation with the facilitator of the appraisal to devise goals based off the feedback. Progress towards these goals is unpacked 6 months later, with informal feedback provided in between.
- The outcomes of MTOP are displayed on the program.
- The MTOP outcomes are displayed on the observations. Staff check mark the boxes that are relevant to observation. The philosophy is accessible online and at the centre for staff and parents to read.
- Upcoming training is highlighted to staff at the staff meeting.
- A training schedule for the year is displayed for staff to be informed about what training will be available
- Educators are encouraged to participate in training opportunities more regularly. There is a reasonable budget for staff training included in the annual financials.
- As per our philosophy, we believe each child is unique and should be valued for their individuality, so we ensure that we give them the opportunity for exploration whilst at the service.
- Staff are encouraged to give feedback on the centre and process to ensure that best practice is maintained

\*Staff now rotate through doing the daily reflection to encourage more reflective practice

### **Standard 7.3: Administrative systems enable the effective management of a quality service.**

#### **Think about:**

- What record keeping and reporting systems do you have in place to ensure compliance with the Law and Regulations?
- How do you ensure that complaints made by families or staff are managed in a fair, transparent way?
- How do you ensure that policies and procedures are regularly reviewed to reflect best practice?

- Becklyn completes regular compliance checklists, with action items reported to the Coordinator/2IC.
- Parents have access to the coordinator to discuss any issues. If the issue is carried forward Becklyn provides additional support to parents and staff.
- Policies are regularly updated. Policies are reviewed biennially by centre, management and management committee
- \*After major incidents/reportable incidents, meetings are held to review the applicable policies, procedures and routines and amended should be required.
- Any complaints are handled according to our complaints/grievance policy. The coordinator will first attempt to deal with complaints, followed by management in coordination with management committee.
- Incidents are recorded via incident, injury, illness and trauma records which are signed by parents within 24 hours
- Emergency evacuations are recorded and evaluated. These occur termly.

### Step 3: Identify areas for improvement.

Identify what areas of your service's practice could be improved or extended upon to raise quality outcomes for children.

How can you:

- Fill the gaps.
  - What don't you do now that you would like to do in the future?
- Improve what you do.
  - What do you do well now that you would like to do better?
- Explore interests.
  - What area of interest would you like to explore further?

Standard	Describe the area for improvement	What goal or outcome do you want to achieve? <i>[Prioritise your area for improvement when you complete Section 3]</i>	Priority (H, M, L)
7.1	To allow the parents to know and connect with who is on the management committee.	Committee Member wall to be created and/or a section to introduce members in the newsletter with photos. (esp. during change overs or new members)	M
7.2	Reflection	All staff to be more reflective on their experiences whilst at the centre to help drive continual improvement, and to trigger them to ask for assistance or training and required.  (Staff now rotate through doing the daily reflection to encourage more reflective practice)	M

Standard	Describe the area for improvement	What goal or outcome do you want to achieve? <i>[Prioritise your area for improvement when you complete Section 3]</i>	Priority (H, M, L)
7.2	Staff Training	Staff to be more involved in professional development opportunities available, rather than waiting for direction to attend a course.	M

\*To add rows to the table, place your cursor in the last cell on the last row and press 'tab'

## Section 3 – Our improvement plan

### Step 1: Prioritising areas for improvement

Revisit your self- assessment (Section 2) and consider the areas you have identified for improvement. To help you decide where to focus your efforts and resources return Step 3 in each quality area to prioritise your identified areas for improvement as a **high, medium or low (H, M, L)** priority.

When prioritising you may want to consider:

- Should we address it immediately? For example if the issue is not addressed:
  - Does it pose a risk to the health, wellbeing or safety of children?
  - Will we be non-compliant with the Law and Regulations?
- Will addressing the issue result in significant improvements to the quality of our service delivery or in the outcomes of children?
- Should it be a long or short term goal?

### Step 2: Developing your Improvement Plan

Once you have prioritised your areas for improvement you need to develop some strategies about how it is going to be done, who is going to do it, how long it is going to take and how you will monitor progress.

Transfer your prioritised areas for improvement from your self-assessment to either of the following planning templates:

(A) ***Planning for Quality Improvement*** template, to develop a detailed plan for each improvement initiative you propose to undertake.

- A new plan can be created for each improvement initiative
- Together, these individual plans combine to become your overall plan for improvement
- You can use the *Improvement Plan Summary* template to list or summarise these plans.

(B) ***Improvement Plan Summary*** template, to develop a basic plan.



## EXAMPLE OF A PLAN

Here is an example:

Standard	Outcome/ Goal	Strategies	Person responsible	Timeframe	Progress notes
<i>Note the standard your goal relates to</i>	<i>Describe the outcome you want to achieve –try to be specific</i>	<i>List the steps you will take to reach the outcome you are seeking.</i>	<i>Who will take the lead at each step?</i>	<i>Think about how long each step will take and set a realistic timeframe</i>	<i>Recognise your achievements</i>
1.2	Develop a clear way to demonstrate the cycle of planning.	-JK to create a clearer view of the planning for staff to see the flow. -Involve staff through writing on the program when activities occur and to encourage them through feedback to help assess program.	JK/BC and staff lead.	End of T4 2016	-Planning cycle displayed in visible document. Continue to get staff involved. (Monitor)
1.2	Spreadsheet of current children to be updated and reviewed regularly to ensure that all children have observations completed termly (Ensure staff get into routine of completion)	-Staff to be aware of spreadsheet and to tick off ensuring each child has been observed.	Staff lead by BC/JK	End of T3 2016	Spread sheet has been printed to ensure easy access.
1.2	Children interest and suggestions are reflected through the programing and daily reflection. These suggestion are given through direct and indirect (observations).	-Staff to be aware of this process and to write down interests/feedback from children in spontaneous section of program as well as informing the individual writing the daily reflection.	Staff lead by BC/JK	End T4 2016	-Staff have been completing more observations. Continue to monitor.

Standard	Outcome/ Goal	Strategies	Person responsible	Timeframe	Progress notes
1.2	Develop Curriculum to be followed commencing next term. (This has now been developed – Weeks have been themed for Term 3. To be monitored for Term 4.) Staff to be involved in more VC Daily Programs.	<ul style="list-style-type: none"> <li>-JK to develop Curriculum with themes for each week.</li> <li>-Staff asked through facebook Group to be encouraged to volunteer for VC Daily Programs.</li> <li>-Feedback from programs to be supplied to staff after review.</li> </ul>	<p>JK</p> <p>Staff lead by BC</p>	<p>End of T3 2016</p> <p>Ongoing</p>	<p>-Curriculum developed and themes selected for T4. Curriculum has also been developed for 2017. With the understand that it will change based on children's interests.</p> <p>-Over half the daily programs for VC Spring 2016 were created by Staff.</p>
2.3	Ensure all staff have completed at least the overview or accredited Children Protection Training.	-CS/BC/JK to investigate courses and ensure staff are booked in to the appropriate Child Protection Courses. Those wanting to become Cert Sups will be ensured of the accredited training.	Centre Support/BC/JK	End of T4 2016	-3 Staff currently undertaking accredited child protection training (Dec 2016). Awaiting training program to find out overview courses.
2.3	Creation of an immunisation register	- BK/JK to compile information from enrolments and create a register that outlines each child's immunisation status	BC/JK	Mid T2 2017	These are now been created (Jan 2017).

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2.3	Creating general centre risk assessments	- BC/JK to create general risk assessments for areas of the centre (l.e outdoor, indoor, kitchen)	BC/JK	End of T1 2017	These are now being created (Jan 2017).
2.3	Expand the current Safety Week with visits/talks each term from community and government organisations. (Term 3 – Fire Brigade – organise Term 4, Rotate and monitor goal.)	-BC/JK to create a plan for potential community visitors to talk to children regarding safety	BC/JK	Mind term 4 2017- prior to Term 4 safety week	-Police unavailable to due liaison unviable until 2017.RSPCA unavailable. Continue to investigate.
3.1	Investigate the sign-in layout to allow more inclusive for parents.	-Move sign in desk and purchase more cupboards to increase storage of items. Pre-school to be consulted on change in room.	Centre Support/BC/JK	End of T3 2016	-New cupboards purchased with sign in desk now moved to opposite side of room to allow parents to sign in. A new information board has been placed here with the construction area at the back of the room to avoid any loose items near entrance. Intention is to now create a way to encourage families to provide feedback to the

Standard	Outcome/ Goal	Strategies	Person responsible	Timeframe	Progress notes
					service, through the use of yes / no quizzes in the sign in area etc.
3.1	Work with pre-school of sharing the area more efficiently including the sharing of some posters.	-Talk to pre-school during shared meetings/during cross-over shifts to discuss use of sharing posters and better flow of area.	Centre Support/BC/JK	End of T4 2016	-Continue to investigate, talk of sharing UN Charter, QA area posters and possibly cultural posters.
3.1	Provide children with the opportunity to become environmentally responsible (i.e watering gardens, planting)	-Create OOSH environmental group -Have a staff member responsible for the group/organisation of activities -Liase with the school re: school gardens	BC/JK	End of T1 2017	-Interests have been called for with the establishment of an environmental club.
4.2	More information available on the Facebook group (Ongoing) [Memos now online, aim to upload more documents for staff to access. – Continue to monitor]	-Staff and new staff added to Facebook Group upon employment. -Staff to click 'Like' when they have read the information. -Staff encouraged to communicate by posting comments.	Staff lead by BC/JK	End of Oct 2016	-Staff posting and communicating more through FB [such as shift changes and memos]. Continue to Monitor to improve.
4.2	Continue developing staff partnership with families	-Staff to be encouraged to answer phone calls more and to debrief with RPD afterwards to see how they went. -Key information that staff need to know to be put on the Group	Staff lead by BC/JK	End of Oct 2016	-Staff have been answering more calls with regards to bookings (T3 2016). Continue to develop & monitor.

Standard	Outcome/ Goal	Strategies	Person responsible	Timeframe	Progress notes
		through memos. -Staff to interact with parents upon arrival and for them to answer queries first before deferring to Co-ordinator if required.			
4.2	Develop knowledge of systems used to record information  (Creation of manuals and given to staff. Staff to be trained alternatively each week.)	-During Roll Call with 2 staff, staff will buddy up to help those not used to Touchscreen or Systems to learn in an active environment. -Staff to have lessons with Centre Co-ordinator on how to use systems. Staff will be then encouraged to practice and help each other with their skills.	Staff – lead by BC/JK  BC/JK	End Oct 2016	-Staff have been taking turns during Roll Call to get used to the Touchscreen and use of the program. (T3 2016)  -Staff had a lesson on how to use the touchscreen during staff meeting (T4 2016)
4.2	Ensure all staff have first aid, asthma, anaphylaxis and child protection training	-New Staff Member Joined (Jack). To talk with BC to find suitable courses to book to ensure First Aid trained. (All other staff up to date).	BC	End Spring VC	-A register of staff training has been developed to know when training expires. -Training calendar on staff wall.
4.2	Develop more staff as Certified Supervisors and to	-Identify staff members who are interested in becoming Cert Sups. -Staff to be given charge of excursions while another Cert Sup is nearby to allow them to develop	Centre Support/BC  BC	End T4 2016  End T4 2014	-Potential Cert Sup Staff have been given leading role on Skoosh

Standard	Outcome/ Goal	Strategies	Person responsible	Timeframe	Progress notes
	train up in running a shift as well as responsibilities.	leadership skills.			Excursions during Term 3 2016. -3 Staff currently undertaking Child Protection Courses as part of Cert Sup training.
5.1	Music to make the environment more welcoming	-Move dock stereo to main room for access to children. -iTunes cards to be purchased for children to select music to be downloaded for them to create playlist. - staff to check all music is appropriate before playing it as NWOOSH.	BC	End VC Spring	-Dock converter/cable purchased. - Music is now available. Via Spotify.
5.1	Create better links between staff/children through a topic wall.	-Staff and children to design a wall sheet. -Staff to put up interest with the program each week and encourage children to put on information. Staff will put on information about themselves each week.	All Staff	End T4 2016	
5.1	Incorporate more activities based on multicultural events into the educational program	-access a cultural calendar and highlight activities to be included into the program that are culturally related	BC/JK	Mid Term 1 2017	Cultural elements have been introduced to the planning cycle. (2016 T4)

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					Aboriginal Calendar purchased to show stories of dreamtime each month. (Dec 2016)
6.3	Raise awareness for those less fortunate, giving children ownership with the program.	<ul style="list-style-type: none"> <li>-Staff to investigate programs available for children to sponsor.</li> <li>-BC/JK to check budget.</li> <li>-Children to be given information to research on organisations and choose a program.</li> </ul>	Staff/BC	End T4 2016	<p>Salvation army's Christmas food drive (2016 Dec)</p> <p>Food Drive completed and submitted to Westleigh Salvation Army Store (2016 Dec)</p>
6.3/ 2.3	Involve organisations in the program, such as speaking to children, participating in activities.	<ul style="list-style-type: none"> <li>-Organise list of local community organisations and a roster for them to attend the centre.</li> <li>-Organise police for talk with children next safety week at the centre.</li> </ul>	BC	End Sep 2016	<ul style="list-style-type: none"> <li>-Attempted to organise police liaison for Term 4 Safety but was unavailable until 2017. Will investigate for Term 1.</li> <li>-RSPCA unavailable due to busy season of Christmas coming up.</li> </ul>

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6.2	Allow parents to have more say in the Vacation Care Program.	-Survey to be constructed for parents to have a more direct feedback on previous program. This survey is done online to allow ease of access for parents. -To be released to families after Spring VC.	Centre Support/ Committee	Wk 6 T3  End of VC Spring.	-Survey has now been finalised on wording and final draft [W6 T3]. - Survey released to parents [W11 T3]  Result of survey have been implemented in Summer VC.  The survey will be available for parents again in 2017.
6.2	Key information, such as signing in for Auth Noms and Parents who have English as a second language.	-Investigate the possibility of having a step by step printed guide of how to use touchscreen. -Investigate handbook being in a second language and engage translation services to consider cost. Reach out to current families who may be able to assist.	BC	End of Nov 2016	-Creation of a touchscreen manual with a Mandarin translation, checked by parents and now located at touchscreen (Jan 2017 Completed)
7.1	To allow the parents to know and connect with who is on the management committee.	-Profiles of Committee Members to be available to viewing. -Committee Members introduced in newsletter.	BC	End Oct 2016	-Management Committee Profiles in display in bag



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		-Contact information to be available in parent handbook.			room. (Jan 2017 Completed)
7.2	All staff to be more reflective on their experiences whilst at the centre to help drive continual improvement, and to trigger them to ask for assistance or training and required.	-Creation of reflective questions template to be created and placed in the staff area as an idea of prompting reflection on the session. -RPD to ask staff more reflective questions about their day or about incidents that have happened at the centre that particular session.	BC/JK  RPD in conjunction with all staff	End Term 4 2016  Commencement of Term 1 2017	-Activity sheet template for staff to fill in has now been created (End of T4).
7.2	Staff to be more involved in professional development opportunities available, rather than waiting for direction to attend a course.	-Encourage staff to consider training opportunities that they would like to participate in through the appraisal process	BC/JK	End Term 4 2016	-Becklyn will be providing a training calendar for Term 1 and 2 in 2017 towards the beginning of term. To be circulated to staff.

# Where to from here?

## Reviewing and updating the QIP

The QIP is designed to be a dynamic, evolving document. It should be revisited regularly and notes added to recognise the progress you have made towards your goals. New goals can be added as areas for further improvement are identified.

You should update your quality improvement plan regularly.

It is also recommended that you update your QIP after each assessment and rating process is completed by reflecting on the assessment of practice and the suggested QIP notes recorded in the Assessment and Rating reports.

### Need more information?

**For information about this QIP template** please contact the Assessment and Rating Administration Team in NSW at:

#### **Assessment and Rating Administration Team**

Early Childhood Education and Care Directorate

Department of Education

P: 1800 619 113

E: [AR.ADMIN@det.nsw.edu.au](mailto:AR.ADMIN@det.nsw.edu.au)

#### **For information about the National Quality Standard:**

The ACECQA website ([www.cecqa.gov.au](http://www.cecqa.gov.au)) provides a number of [assessment and rating resources](#), and a series of fact sheets.

You may also contact the [Professional Support Coordinator](#) for services in your state or territory. They also provide a number of resources and support for services.

If you have specific questions about the assessment and rating process for your service contact your regulatory authority. Their contact details are also on the [ACECQA](#) website.