

**Quality Area Five:  
RELATIONSHIPS WITH CHILDREN**

**Self-Assessment Tool &  
Quality Improvement Plan Summary**

## Quality Area 5: Relationships with children

Relationships that are responsive, respectful and promote children’s sense of security and belonging free them to explore the environment and engage in learning.

Quality Area 5 focuses on educators developing responsive, warm, trusting and respectful relationships with children that promote their wellbeing, self-esteem, sense of security and belonging. Relationships of this kind encourage children to explore the environment and engage in play and learning.

Additional information and resources about Quality Area 5 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

### Quality Area 5: Standards and elements

<b>Standard 5.1</b>	<b>Respectful and equitable relationships are maintained with each child.</b>	
Positive educator to child interactions	Element 5.1.1	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included
Dignity and rights of the child	Element 5.1.2	The dignity and the rights of every child are maintained.
<b>Standard 5.2</b>	<b>Each child is supported to build and maintain sensitive and responsive relationships.</b>	
Collaborative learning	Element 5.2.1	Children are supported to collaborate, learn from and help each other.
Self-regulation	Element 5.2.2	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

## Law and Regulations

The table below includes the sections of the National Law (S) and National Regulations (R) underpinning Quality Area 5.

Please assess whether your service is compliant or non-compliant in accordance with the [National Law and Regulations](#), relevant to your service type.

**NOTE:** If a law or regulation is not applicable to your service or service type, you are not required to select whether you are compliant or non-compliant.

Law (S) / Regulation (R)	NQS	Does your service meet legislative requirements?	Compliant / Non-compliant
R.155	STD5.1	<p>Have you ensured that educators interact with children in a way that;</p> <ul style="list-style-type: none"> <li>• Encourage children to express themselves and their opinions?</li> <li>• Support children to develop self-reliance and self-esteem?</li> <li>• Maintain the dignity and rights of each child?</li> <li>• Provide positive guidance and encourage acceptable behaviour?</li> <li>• Reflect each child's family and cultural values?</li> <li>• Is appropriate for the physical and intellectual development and abilities of each child?</li> </ul>	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R.156	STD5.2	<p>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?</p>	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant

**If you answered 'non-compliant': you are not meeting regulatory requirements and should take immediate steps to rectify this non-compliance. Use the box below to note the relevant Law/Regulation with your action.**

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Standard 5.1 Relationships between educators and children.

Record up to five key evidence points and/or practices that are currently occurring at your service. Identify if these practices meet the National Quality Standard.

**NOTE:** You have already indicated your services compliance with the National Law and Regulations. This evidence should demonstrate key practices that reflect the elements in this National Quality Standard.

Concept	Element ID	Element	Identified evidence and key practices	Confirm
Positive educator to child interactions	ELE5.1.1	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.	1. We recognise that children will feel the most secure where they are included in the environment. In reflecting on our observation & planning process, we became aware that the paper observations used to inform our planning cycle were hard to track, and some children were not being regularly referred to. Through the introduction of Kinderloop, we have been better able to cater to all children, to ensure their own ideas, thoughts, likes & dislikes are captured and inform our planning cycle	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
			2. We have an orientation process for any new children joining the service, where information is posted in our internal staff Facebook group, and reiterated during our per session huddle. This allows staff to welcome the child individually to the service, introduce themselves, & get to know them. Where possible, we will also buddy up a child from their class, & advise the class teacher, so they can safely and confidently arrive at OOSH & also have someone familiar throughout the session	
			3. NWOOSH staff recognise that children belong to a community and do not operate in isolation of their environment. As such, staff are great at being aware of happenings outside a child's OOSH environment, and will often engage in conversations about these activities. Through these conversations, children feel supported by a network of people, and interactions are meaningful to them and their lives.	

			<p>4. We appreciate that child voice is an important part of children feeling respected in the environment. Input is obvious in our observation &amp; planning process, and we also include the children by gathering menu feedback to contribute to service decisions around food provision. During Vacation Care, children complete surveys to give staff information around activities they enjoyed, things they would change for next time, and also what they would like to do during upcoming holiday periods.</p>	
			<p>5. Respectful, secure and meaningful relationships are built on through our staff organisation structure. With multiple permanent staff on site, and over 25% of our staff being at the centre for more than 5 years, children are able to create secure lasting relationships. In addition to this, we have a core group of staff on a fairly regular shift pattern, and on regular areas, to allow them to build and maintain this strong relationship with children.</p>	
Dignity and rights of the child	ELE5.1.2	The dignity and rights of every child are maintained.	<p>1. At NWOOSH we recognise that all children come to the centre with their own background, cultural beliefs and practices. Through our enrolment process, we gather information as to this detail, and respond appropriately to ensure these can be maintained. An example of this is our catering for cultural dietary requirements. These requirements are treated sensitively to ensure children feel included and respected in their cultural practices.</p> <p>2. At NWOOSH we focus on creating a nurturing &amp; supportive environment that caters for privacy and confidentiality of children. We create this by providing opportunities for children to express concerns, especially if they are feeling unsafe. In addition, any conversations that need to be held with parents due to confidential information are often held in an outdoor environment, away from others, or during gate pickup at present, are held over the phone, if more appropriate</p> <p>3. At NWOOSH, children have the Right to play and partake in leisure-based activities through programmed activities catering for all abilities, ages &amp; cultures. Though the provision of resources &amp; the setup of the environment, children are given choice and agency to partake in activities that are relevant to their own definition of leisure, and move between spaces in the environment. To ensure child safety, we put into place processes to ensure children are safe in moving between these spaces.</p>	<p> <input checked="" type="radio"/> Met <input type="radio"/> Not Met </p>

			<p>4. At NWOOSH, Educators promote equal treatment and inclusion among children – encouraging them to play together regardless of personal circumstances and age, gender and culture. We encourage this behaviour through inclusive activities, challenging stereotypes, and celebrating diversity in our community. We celebrate this through resources reflecting diversity, programmed activities being reflective of our community, and open ended activities to allow children to express themselves in varying ways.</p>	
			<p>5. At NWOOSH we have a strong belief that each child has the right to their dignity and ensure this is catered for in our service. We ensure we have access to clean spare clothing in varying sizes to assist children as needed with incontinence issues, and also if needed due to periods. Where personal reminders are required for toileting, these take place in a private way. We also source and provide access to feminine hygiene products for female children, to maintain their dignity at all times.</p>	

## Standard 5.2 Each child is supported to build and maintain sensitive and responsive relationships

Record up to five key evidence points and/or practices that are currently occurring at your service. Identify if these practices meet the National Quality Standard.

**NOTE:** You have already indicated your services compliance with the National Law and Regulations. This evidence should demonstrate key practices that reflect the elements in this National Quality Standard.

Concept	Element ID	Element	Identified evidence and key practices	Confirm
Collaborative learning	ELE5.2.1	Children are supported to collaborate, learn from and help each other.	<p>1. At NWOOSH we recognise that children learn best when they are supported. As such, our programmed activities are setup and designed to be mainly group activities, encouraging collaborative learning and play. Individual activities at the centre, such as homework club, still show the importance of collaboration with children being encouraged to read to each other. This focus on collaborative play is strongest at the beginning of the year to assist new children to develop bonds with each other</p> <p>2. Educators support children to maintain responsive relationships through empathy and conflict resolution. Children are reminded of how to be assertive, and are encouraged to Self-guide their behaviours. Where children have a disagreement, staff encourage children to think through how the other person is feeling, and what each party can do to resolve the problem. Children are seen reflecting these behaviours when they help each other through challenging situations.</p> <p>3. At NWOOSH, Kindness is a key feature of our centre. Educators, reflecting on this key value, made a decision to introduce our “kindness credit” system. Through this system, children nominate others for a kindness credit, for when they have been shown kindness, or noticed a child being kind to others. Through this process, educators support children to identify positive behaviour and assist in the development of strong relationships between children</p>	<input checked="" type="radio"/> Met <input type="radio"/> Not Met

			<p>4. Educators have a strong team focus &amp; are open to asking for help &amp; advice from other educators. This modeling behaviour helps to support children by reinforcing discussion is normal &amp; it is important to ask for help when needed. Children are often seen assisting each other at the centre. One example of this was earlier this year when a kindy child was having difficulty settling into school &amp; oosh. A year 6 child took the lead, helping her by reading books, and just sitting with her when needed</p> <p>5. NWOOSH Educators work collaboratively alongside the children, involving themselves actively in activities with children &amp; encouraging other children to also become involved. Through this process, educators are able to provide opportunities for children to build relationships with each other, through finding commonalities between children in discussions. This is evident in our club programs, where staff are intentionally asking questions of children in groups to bring others into the conversation</p>	
Self-regulation	ELE5.2.2	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.	<p>1. Staff recognise the importance of language in conflict resolution and encourage children to understand each other's feelings &amp; be more aware of others by having a conversation. Staff ensure the environment for conflict resolution is quiet, private &amp; respectful and maintains the safety of both children. Time is provided for children to sit &amp; reflect on their behaviour and feel calm before talking. Staff model allowing time for each child to speak, before empathising and searching for a solution</p> <p>2. Staff take time at each staff meeting to discuss individual children, any challenges or observed behaviours, and strategies they have been using with the child. Review is undertaken to ensure staff are not inadvertently encouraging the behaviour, and discussion surrounding which strategies seemed most effective. Through this professional discussion, staff are better equipped to support the child in self-regulation</p> <p>3. Behaviour Management Plans are created and informed by Parents, staff, the school and school counsellor, to ensure it is reflective of the child as a whole. Once information is gathered, staff sit down with the parents, and where appropriate, the child. Strong focus is provided on self-regulation of behaviour, with the child identifying strategies they can use to meet behavioural expectations. Review times are agreed, to ensure recognition and positive reinforcement of self-regulated behaviours</p>	<p>● Met ○ Not Met</p>

			<p>4. Consistent routines support the children in being aware of the expectations and behaviour at key moments during sessions i.e. mealtimes, roll call &amp; headcounts. Staff give children prewarning for routine transitions i.e. 5 min warning to pack up, and state behaviour expectations so they are aware of what they are doing next. Through this process, children often encourage each other to follow the routines, feeding off staff modeling of constructive forms of communication</p>	
			<p>5. Our rainbow toolbelt was created following behaviour management training. This, in conjunction with the Inside Out emotion board, provides children with visual and verbal cues to identify and discuss their emotions, and concrete strategies to self-regulate. Mood cards have also been created to allow children to check in with staff when they feel they need it. This self-awareness is a critical step in the self-regulation process.</p>	

## Quality Area Five: RELATIONSHIPS WITH CHILDREN

Standard 5.1 - Respectful and equitable relationships are maintained with each child.

Standard 5.2 - Each child is supported to build & maintain sensitive & responsive relationships.

Building and maintaining relationships with children and between children is fundamental in providing quality implementation of practice and programming. For educators to ensure care is delivered at a high-quality level of service it is vital to reflect upon current practice, recognise areas of improvement and develop S.M.A.R.T. goals to implement these changes. The focuses of improvement for this area include:

- Upon reflection of educators' verbal feedback that expressed a desire to improve the new child in-session orientation process, a goal was set to ensure that each child's transition into NWOOSH life is further bolstered by supportive connections with school teachers, peers and educators.

Progress Notes: The orientation process was updated to include the following internal staff processes for any new children joining the service.

- o Where possible, we will 'buddy' up a child from their class and advise the class teacher so they can safely and confidently arrive at NWOOSH. This will also provide someone familiar throughout the session.
- o Information is posted in our internal staff Facebook group, and reiterated during our pre session huddles. This allows staff to welcome the child individually to the service, introduce themselves, and build a supportive relationship.

Review: This modification of this process had excellent results with educators more confident and resourced to support new families and children. Educator relationships with teachers was also boosted which enabled collaborative partnership to support these children during times of change. The 'buddy' peer support whilst providing guidance also offered children opportunities to develop relationships within the NWOOSH community. The next step would be further reflection & amendments.

- Following the implementation of the SKOOSH age group, educators reflected upon the impact this reduced interaction between older children and younger children had upon the NWOOSH community and relationships between each child. Whilst this modification in structure provides the older children with a tailored planning cycle, program and play environment it also created implications for these cross-age group relationships which require attention.

Progress Notes: Educators brainstormed opportunities wherein SKOOSH children could build and maintain relationships through mentorship and collaborative learning/play experiences. One method suggested was incorporating SKOOSH children in enacting Acknowledgement of Country for Kindergarten, Year One, & Year Two which required public speaking and leading a sign language response. Feedback from implementation was SKOOSH children were respectfully excited to lead their younger peers in this learning experience and that this experience deepened connections between the various age groups.

- During staff meetings there is reflection upon behaviour management particularly focusing on promoting self-regulation. During one meeting educators acknowledged that while they have a strong basic understanding of how to promote children's self-regulation, increasing resources and knowledge to engage children in this important practice would be beneficial.

Progress Notes: To empower educators' practice the following strategies were developed to provide education and access to resources:

- o Partnering with the Inclusion Agency to provide workshops & support training
- o Development and implementation of the C.H.A.R.G.E toolbelt in both age groups
- o Collaborating with the School Counsellor to receive Child-Specific Behavioural Workshops
- o Educators attending both "Developing Emotional Regulation Skills in Individuals with Anxious, Oppositional & Aggressive Behaviours" Workshop and 'In Safe Hands' "Positive Guidance of Young Children's Behaviour in OOSH" Workshop.