

Quality Improvement Plan

2018 National Quality Standard



BUSY KIDS
Child Care

The National Quality Standard and Quality Improvement

The National Quality Standard is the standard against which providers self-assess the performance of their service/s in delivering quality education and care, and plan future improvements to their service/s. One result of this process is a Quality Improvement Plan.

The Education and Care Services National Regulations 2017 (the National Regulations) require approved providers to prepare a Quality Improvement Plan (r55) for each service that:

- includes an assessment by the provider of the quality of the practices of the service against the National Quality Standard and the National Regulations; and
- identifies any areas that the provider considers may require improvement; and
- contains a statement of philosophy of the service.

The National Regulations do not prescribe a format for a Quality Improvement Plan. The purpose of this template is to offer a format that supports approved providers to meet their obligations under the National Regulations.

Approved providers also have an obligation (r56) to review and revise the Quality Improvement Plan at least annually, having regard to the National Quality Standard.

A Quality Improvement Plan must be reviewed and/or submitted to the Regulatory Authority on request.

Service details

Service name Busy Kids Child Care		Service approval number SE-00006800	
Primary contacts at service Jenny French & Kristy Hurley			
Physical location of service		Physical location contact details	
Street	121 Bagot Street	Telephone	08 8088 7033
Suburb	Broken Hill	Mobile	0401 088 840
State/territory	NSW	Fax	-
Postcode	2880	Email	admin@busykidschildcare.com.au
Approved Provider		Nominated Supervisor	
Primary contact	Jenny French	Name	Jenny French
Telephone	08 8088 7033	Telephone	08 8088 7033
Mobile	0401 088 840	Mobile	0401 088 840
Fax	-	Fax	-
Email	jenny@busykidschildcare.com.au	Email	jenny@busykidschildcare.com.au
Postal address (if different to physical location of service)			
Street	PO Box 515	State/territory	NSW
Suburb	Broken Hill	Postcode	2880

Operating hours

For each day of the week this service is open, indicate the times of the day when education and care is provided. For centre-based services, this does not include non-contact hours for staff.

Describe the scheduled opening and closing times using 24 hour clock (e.g. 07:30 to 18:00) rather than 'AM' and 'PM'.

Round times to the nearest quarter of an hour.

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

Family day care services or multi-site services should list the operating hours of the service office.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	07:30	07:30	07:30	07:30	07:30	CLOSED	CLOSED
Closing time	17:30	17:30	17:30	17:30	17:30	CLOSED	CLOSED

Additional information about your service

The following information will assist the Regulatory Authority to plan the assessment visit.

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

- Parking is available directly outside the centre.
- Busy Kids Child Care operates Monday to Friday for 50 weeks of the year – The last day of operation each year is the Friday before Christmas Day. The first day of operation each year is the first Monday after New Year's Day.
- Busy Kids Child Care is closed on Public Holidays.

How are the children grouped at your service?

Busy Kids Child Care has 3 separate areas for the children.

Butterflies (Babies) – Children aged 6 weeks to 2 years – 4 children per day.

Caterpillars and Ladybirds (Toddlers) – Children aged 15 mths to 3 years – up to 18 children per day – including up to 8 children aged 15 – 24 mths.

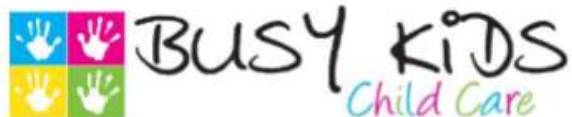
Fireflies (Preschool) - Children aged 3 years to school age – up to 20 children per day.

Depending on each day, numbers in each room can be different to total 38 children in care for each day.

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

Jenny French, Nominated Supervisor

Service statement of philosophy



Our Philosophy

RESPECT

LEARN

As early childhood educators we have a responsibility to enable each child to reach their full potential through play experiences and to enjoy being a child while learning about themselves and others.



Practice and learn language, literacy and numeracy.

Express feelings, positive behaviour and social skills.



PLAY



PLAY

Build self esteem, develop and refine creativity and problem solving skills.
Engage in spontaneous play that is child initiated and free from adult direction.

We listen to the children to gain their ideas and perspectives and consider their points of view.

We value input from families and the community and encourage them to participate in the centre and share decision making.



LEARN

We believe that a child's environment is an important part of learning. For children to learn they need to feel safe and secure with freedom of choice to develop their own identities. Learn to grow and understand the world around them, so they can participate fully and actively in society.

RESPECT



Updated June 2018

RESPECT, PLAY, LEARN

Quality Area 1: Educational program and practice

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

Quality Area 1: Standards and elements

Standard 1.1 The educational program enhances each child's learning and development.		
Approved learning framework	Element 1.1.1	Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
Child-centred	Element 1.1.2	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
Program learning opportunities	Element 1.1.3	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
Standard 1.2 Educators facilitate and extend each child's learning and development.		
Intentional teaching	Element 1.2.1	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
Responsive teaching and scaffolding	Element 1.2.2	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.
Child directed learning	Element 1.2.3	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
Standard 1.3 Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.		
Assessment and planning cycle	Element 1.3.1	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.
Critical reflection	Element 1.3.2	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.
Information for families	Element 1.3.3	Families are informed about the program and their child's progress.

National Law and National Regulations underpinning Quality Area 1

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 1 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 51(1)(b)	Conditions on service approval (educational and developmental needs of children)	1.1.1
Section 168	Offence relating to required programs	1.1.1, 1.1.2
Regulation 73	Educational program	1.1.1
Regulation 74	Documenting of child assessments or evaluations for delivery of educational program	1.3.1
Regulation 75	Information about educational program to be kept available	1.3.3
Regulation 76	Information about educational program to be given to parents	1.3.3
Regulation 274A NSW	Programs for children over child care centre age	1.3.1

Quality Improvement Plan for Quality Area 1

Summary of strengths for Quality Area 1

Strengths

1.1.1

At Busy Kids Child Care, the Principles, Practices and Learning Outcomes articulated in the Early Years Learning Framework (EYLF) underpin curriculum design and delivery. We demonstrate this by;

- Ensuring reference to the EYLF is visible for staff and families in documentation about children's learning and is visible in signage around the centre.
- Our service philosophy underpins practice and is informed by the EYLF and overarching themes of Being, Belonging and Becoming.
- Working collaboratively with children in every day conversations to guide their problem-solving skills. We ask questions and wonder why with children supporting their experiments and adding ideas for further investigation.
- Engage children in regular exploration of creative arts such as musical rhythms in familiar songs and dance beats and through interaction with various forms of visual arts.
- Annually revising our programming policy, ensuring it aligns with our practice and we are planning and documenting learning both effectively and efficiently
- Educators provide experiences for children that actively promote their investigation of ideas, complex concepts and thinking, reasoning and hypothesising.

1.1.2

At Busy Kids Child Care, our educators have a child centred approach. We demonstrate this by;

- Consistently demonstrating flexibility in program delivery in incorporate children's ideas and to maximise children's opportunities to engage with the program in meaningful ways.

- Meeting with families formally before commencement and informally on a day-to-day basis and document as appropriate family priorities for their child's learning, cultural perspectives and information about children's sleep, health, nutrition needs, any worries, and areas of curiosity, passions & strengths. These inform daily planning decisions.
- Revisiting, repeating and extending on existing play themes or projects children have initiated and those educators have developed as a source of provocation for deeper investigation.

1.1.3

At Busy Kids Child Care, learning opportunities are programmed for children thoughtfully. We demonstrate this by;

- Using child development understandings to guide future planning focus
- Educators actively minimising the times during which children are expected to do the same thing at the same time or have to wait without engaging in play or interactions.
- Planning for and implementing of transitions are smooth and all staff are collaborative and aware of their roles at these times of the day.
- We use transitions as opportunities for play and teaching such as using familiar rhymes and songs to indicate the transition from one experience to the next.
- To indicate lunch time, which is flexible but at a predictable time of the day, is marked by the gentle ringing of a bell in the large outdoor area, supported by individual conversation as appropriate, as it is an efficient strategy and forms part of the continuity in transition to school strategy, where such practices are common to indicate moving from one place / experience to the next.
- We work to ensure children have long periods of unbroken play and are able to choose between indoors or outside simultaneously, wherever possible given staffing organisation and projects in progress.

1.2.1

At Busy Kids Child Care, educators are deliberate, purposeful and thoughtful in our decisions and actions. We demonstrate this by;

- Valuing opportunities for staff to authentically communicate and interact with children throughout their day, recognising learning occurs in social contexts.
- Using intentional and research-based teaching strategies that are aligned with children stated goals for learning.

1.2.2

At Busy Kids Child Care, educators are responsive and extend children's learning through play. We demonstrate this by;

- Using and documenting 'teachable moments' and take advantage of incidental opportunities to enhance children's play through carefully planned and well-resourced learning environments.
- We think about inclusiveness and carefully plan to ensure learning is maximised for all children.
- We work to stay 'at the child's level' in playful communications throughout the day, rather than maintaining a 'supervisory' role 'above' each child's eye level.

1.2.3

At Busy Kids Child Care, educators respect children's right to make choices and support their developing independence (agency) at every opportunity. We demonstrate this by;

- Embracing and supporting plan experiences initiated by children
- Prioritise noticing and listening carefully to children's concerns and respond in sensitive ways
- We have stairs in the toddler 'nappy change' area of the bathroom for child use.

1.3.1

At Busy Kids Child Care, educators use the assessment and planning cycle as suggested in the EYLF. This approach underpins quality practice.

We demonstrate this by;

- Taking care to document each child's learning at part of the ongoing cycle of noticing, analysing, planning and evaluation
- We use the EYLF outcomes and educator guide to track, plan for and assess children's learning
- Each room leader is allocated two hours per week off class to ensure documentation of each children's learning is updated and underpins future planning decisions
- Room leaders regularly discuss planning priorities for each child with the educator team to ensure continuity in practice and enhanced opportunities to promote children's learning.

1.3.2

At Busy Kids Child Care, educators use reflective practice strategies to guide program planning decisions and implementation.

We demonstrate this by;

- Maintaining a culture of professional enquiry. We are, as a staff team often examining our routines and practices, having collegial 'solutions focused' conversations about what is and isn't working and brainstorm ways to solve whatever issues arise.
- Our program is predictable but flexible. As such we are observant, and if an experience is not engaging children, we reflect 'in the moment' and make necessary adjustments.

1.3.3

At Busy Kids Child Care, families are valued and respected as children's first and most important educators. Bearing this in mind, we maintain a strong commitment to ensuring families are informed about the program and their child's progress. We demonstrate this by;

- Having open, honest and respectful conversations about children's progress both formally (upon commencement and subsequently at the beginning of each New Year or when children transition into the next playroom) and informally at pick up and drop off.
- Where a need or issue to discuss is identified, staff make immediate plans to meet with families, making every effort to meet at times best suited to families' other obligations.

Key improvements sought for Quality Area 1

Improvement Plan

Standard /element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Who to lead the process?	By when?	Progress notes
1.2 Practice	We wish to refine the ways we document the teaching and learning cycle, for enhancing connectedness between all key team members in each playroom, in the planning and documentation process.	We wish to refine documentation of the teaching and learning program, so it is a truly collaborative process between key educators, while led by the room leader and enhances and extends each child's learning and development.	M	<p>1.a. Research and develop an easy to use reference template for daily reflections</p> <p>1.b. Have designated reflections folder and forms, where key educators can discuss & jot their observations and reflections to gain insights and to strengthen planning processes.</p>	Kristy and Jenny	Ongoing	<p>1.a. Template for Reflections</p> <p>1/5 - JF designed a reflection sheet for staff to use</p> <p>25/5 - reflection sheet too complicated for staff</p> <p>20/6 - JF designed a reflection for observation sheet</p> <p>25/7 - JF designed a reflection sheet for staff that attend training</p> <p>5/9 - KH starting put up weekly questions for staff to reflect on - including highs & lows (these will be discussed at staff meetings)</p> <p>7/9 - Page was full of reflections from most staff</p> <p>Lots of Highs - No lows!!</p> <p>1.b - Folder on the shelf for QIP evidence and staff reflections</p> <p>14/9 – Introduced Teachable Moments Page</p>

				2. Room Leaders to start meeting each month off the floor, prior to staff meeting to discuss upcoming month and learning programs	Each team leader to share thoughts/ insights to whole team at staff meetings	ongoing	July first Room Leaders meeting
				3. Examine the usefulness and efficiency of using a digital tool for documenting and sharing the teaching and learning process for each child, with their families.	Kristy and Jenny	July 2018 new software Sept 2018 regular programming	Digital Tool for documenting –Kidsxap Waited for July to introduce new CCS software package as it contained a programming element in it. August - Room Leaders will start using kidsxap to create weekly program plans and document observations - this can then be sent to parents. 21/8 - first individual child observation was sent - parent came in the next day extremely happy and excited about her son's ob.

Quality Area 2: Children's health and safety

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

Quality Area 2: Standards and elements

Standard 2.1		
Each child's health and physical activity is supported and promoted.		
Wellbeing and comfort	Element 2.1.1	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.
Health practices and procedures	Element 2.1.2	Effective illness and injury management and hygiene practices are promoted and implemented.
Healthy lifestyle	Element 2.1.3	Healthy eating and physical activity is promoted and is appropriate for each child.
Standard 2.2		
Each child is protected.		
Supervision	Element 2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
Incident and emergency management	Element 2.2.2	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
Child protection	Element 2.2.3	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

National Law and National Regulations underpinning Quality Area 2

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 2 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated Element
Section 51(1)(a)	Conditions on service approval (safety, health and wellbeing of children)	2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3
Section 162A	Persons in day-to-day charge and nominated supervisors to have child protection training	2.2.3
Section 165	Offence to inadequately supervise children	2.2.1
Section 166	Offence to use inappropriate discipline	2.1.1, 2.2.1
Section 167	Offence relating to protection of children from harm and hazards	2.2.1
Section 170	Offence relating to unauthorised persons on education and care service premises	2.2.1
Section 171	Offence relating to direction to exclude inappropriate persons from education and care premises	2.2.1
Regulation 77	Health, hygiene and safe food practices	2.1.2
Regulation 78	Food and beverages	2.1.3
Regulation 79	Service providing food and beverages	2.1.3
Regulation 80	Weekly menu	2.1.3
Regulation 81	Sleep and rest	2.1.1
National Law and National Regulations		Associated element
Regulation 82	Tobacco, drug and alcohol free environment	2.2.1
Regulation 83	Staff members and family day care educators not to be affected by alcohol or drugs	2.2.1
Regulation 84	Awareness of child protection law	2.2.3
Regulation 85	Incident, injury, trauma and illness policies and procedures	2.1.2
Regulation 86	Notification to parents of incident, injury, trauma and illness	2.1.2

Regulation 87	Incident, injury, trauma and illness record	2.1.2
Regulation 88	Infectious diseases	2.1.2
Regulation 89	First aid kits	2.1.2
Regulation 90	Medical conditions policy	2.1.2
Regulation 91	Medical conditions policy to be provided to parents	2.1.2
Regulation 92	Medication record	2.1.2
Regulation 93	Administration of medication	2.1.2
Regulation 94	Exception to authorisation requirement—anaphylaxis or asthma emergency	2.1.2
Regulation 95	Procedure for administration of medication	2.1.2
Regulation 96	Self-administration of medication	2.1.2
Regulation 97	Emergency and evacuation procedures	2.2.2
National Law and National Regulations		Associated element
Regulation 98	Telephone or other communication equipment	2.2.2
Regulation 99	Children leaving the education and care premises	2.2.1
Regulation 100	Risk assessment must be conducted before excursion	2.2.1
Regulation 101	Conduct of risk assessment for excursion	2.2.1
Regulation 102	Authorisation for excursions	2.2.1

Quality Improvement Plan for Quality Area 2

Summary of strengths for Quality Area 2

Strengths

2.1.1

At Busy Kids Child Care Centre, each child's wellbeing and comfort is provided for by;

- carefully planned and flexible routines, that are responsive to individual children's needs
- comprehensive pre-enrolment process where details of family priorities and requests in relation to sleep, rest and relaxation are understood and respected
- adequate resources and spaces indoors and out that enable rest, peaceful and relaxed 'unhurried' play, along with enabling active play opportunities

2.1.2

At Busy Kids Child Care Centre, our health practices and procedures are regularly reviewed and aligned to best practice recommendations from NSW Govt Health agencies. This commitment to quality practice is demonstrated by;

- Each staff member having ACECQA approved First Aid certificate
- The Director and Nominated supervisor lead the WHS process and ensure appropriate risk minimisation processes have been followed and risk management plans are in place as required (excursions, for those with anaphylaxis and others as may be necessary from time to time)
- effective illness and injury management and hygiene practices being well documented and available for easy staff and family reference
- First aid kits and resources are the subject of annual checks by Broken Hill Allied Health professionals

2.1.3

Healthy eating and physical activity is promoted by;

- having procedures developed in accordance NSW Health 'Munch and Move' program around nutrition, health and safety
- we limit screen time to 30 mins per day and share healthy lifestyle messages with families as referenced by NSW Health
- we ensure active play is encouraged and facilitated by use of our outdoor learning environment.

2.2

Safety – At Busy Kids we are committed to children's safety. Some ways in which we demonstrate this include;

- actively engage with families about their concerns and priorities for their children's safety in conversations
- we actively raise awareness of issues impacting on child safety with families in our newsletters and on links within our website
- We engage in the community around broad health and safety matters and promotion during children's week and in child protection week in the context of child protection via subscription to NAPCAN materials.

2.2.1

At Busy Kids Child Care Centre, adequate supervision is maintained and precautions made to ensure children are protected from harm and hazard. Some precautions include;

- Having a weekly signed safety audit and daily checklist including a cleaning schedule which is displayed, signed and dated.
- All cleaning is done with food and child safe detergents. No spray bottles are used.
- Effective hand washing is demonstrated and encouraged and there are posters in the bathroom to remind children visually.
- Educators promote healthy habits for coughing and nose blowing and the children are encouraged and expected to place their used tissues in the bin. Educators remind children of this verbally, through modelling and visual representations.

2.2.2

Planning for effective emergency management is a whole team shared responsibility, led by our Director but informed by staff knowledge about the individual dispositions of all children enrolled. Further strategies employed at Busy Kids Child Care Centre include;

- Emergency evacuation and lockdown procedures are practiced in alignment with each school term, with each group to ensure the children's understanding around these situations and safety of each child.
- A log of these evacuation and lockdown drills are kept with any important points noted, such as children who are absent and any noteworthy behaviour. This informs any updates to the procedure, which is then shared with all staff and signage updated accordingly.
- Information concerning evacuation and lockdown procedures are displayed in prominent positions at each exit. All staff members are made aware of emergency procedures.
- There are also copies of these procedures in the casual staff folder to ensure that relief staff are made aware of these procedures as well.

2.2.3

At Busy Kids Child Care Centre, all educators have a work with children check before being employable. All educators are aware of their obligations, roles and responsibilities to child protection by;

- having a professional culture whereby children's rights to a safe learning and home environment are of paramount importance
- educators are observant, vigilant and maintain appropriate records and consult leadership in all matters of concern regarding child and family wellbeing
- participate in child protection professional learning events online or when face to face options are available.

Key improvements sought for Quality Area 2

Improvement Plan

Standard /element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	The process is led by?	By when?	Progress notes
2.1 Health	We wish to enhance the ways in which we document children's learning about physical health and wellbeing.	We want to provide more regular opportunities for explicit learning about health and wellbeing by teaching children their fundamental movement skills explicitly – in accordance with each age groups' capacities and strengths	L	As a team read NQS PLP e Newsletter 29 Health, safety and wellbeing, documenting reflection on questions in the article.	Jenny	March staff meeting	Various discussions were held in classrooms and at April staff meeting
				Use Munch and move playgroup and parent resources to inform intentional teaching program regarding healthy eating (varied for each age range) and share strategically with families via newsletters and classroom displays (and digital sharing platform possibly).	All Educators	Ongoing	Continue to get healthy recipes for monthly newsletter – using CCCD
					KH	1st Term	March – KH healthy eating brochures in foyer and sent home relevant copies in bags
					Room Leaders	To fit with program	July - Cooking experiences planned from different cultures
					KH	3 rd Term	<i>October – send out lunch box ideas?</i>
				Continue focus on promoting and documenting links to the outcomes to the EYLF and munch and move fundamental movement skills	All Educators	Ongoing	April is Munch N Move Month Commonwealth Games – emphasis on sports and games
					All Educators	Ongoing	February – developed songs with movement for transition in Toddler/Preschool rooms August – Transport Month – we encouraged children to move like vehicles using FMS
					Kayla	September	<i>29/8 – Kayla booked to go to Munch n Move Training – will</i>

							<i>update at staff meeting and re-create area in foyer with new information</i>
--	--	--	--	--	--	--	---

Quality Area 3: Physical environment

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

Quality Area 3: Standards and elements

Standard 3.1		
The design of the facilities is appropriate for the operation of a service.		
Fit for purpose	Element 3.1.1	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
Upkeep	Element 3.1.2	Premises, furniture and equipment are safe, clean and well maintained.
Standard 3.2		
The service environment is inclusive, promotes competence and supports exploration and play-based learning.		
Inclusive environment	Element 3.2.1	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.
Resources support play-based learning	Element 3.2.2	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.
Environmentally responsible	Element 3.2.3	The service cares for the environment and supports children to become environmentally responsible.

National Law and National Regulations underpinning Quality Area 3

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 3 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Regulation 103	Premises, furniture and equipment to be safe, clean and in good repair	3.1.2
Regulation 104	Fencing	3.1.1
Regulation 105	Furniture, materials and equipment	3.2.2
Regulation 106	Laundry and hygiene facilities	3.1.1
Regulation 107	Space requirements—indoor	3.1.1
Regulation 108	Space requirements—outdoor	3.1.1
Regulation 109	Toilet and hygiene facilities	3.1.1
Regulation 110	Ventilation and natural light	3.1.1
Regulation 111	Administrative space	3.1.1
Regulation 112	Nappy change facilities	3.1.1
Regulation 113	Outdoor space—natural environment	3.2.1
Regulation 114	Outdoor space—shade	3.1.1

National Law and National Regulations		Associated element
Regulation 115	Premises designed to facilitate supervision	3.1.1
Regulation 116	Assessments of family day care residences and approved family day care venues	3.1.1
Regulation 117	Glass (additional requirement for family day care)	3.1.1
Regulation 274 NSW	Swimming pools	3.1.2
Regulation 345 Tasmania	Swimming pool prohibition	3.1.2

Quality Improvement Plan for Quality Area 3

Summary of strengths for Quality Area 3

Strengths	<p>3.1.1</p> <p>At Busy Kids Child Care Centre, the indoor and outdoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child. This is achieved by;</p> <ul style="list-style-type: none">• Having a modern, purpose built child care centre facility• Being well equipped with a range of age-appropriate equipment for indoor and outdoor play.• The environment is easy to access, catering well to the needs of children and families with additional mobility needs.
	<p>3.1.2</p> <p>At Busy Kids Child Care Centre, the premises, furniture and equipment are safe, clean and well maintained. We achieve this by;</p> <ul style="list-style-type: none">• Having a regular cleaning and maintenance checks• Equipment is regularly upgraded in response to the general wear and tear associated with ongoing use• Outdoor moveable equipment is packed away securely after use to ensure its protected from the weather
	<p>3.2.1</p> <p>At Busy Kids Child Care Centre, the outdoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments. We achieve this by;</p> <ul style="list-style-type: none">• Commitment to ongoing reflection and responsiveness to children to inform planning of the play spaces

- The child care centre educators plan spaces consciously to ensure diversity and, to cater to the evolving interests of the children.
- The spaces are modified or re-arranged to suit the needs of children with disabilities, so that all children can participate and feel a sense of belonging to the group and to the child care centre in general.
- Some modifications we use to support participation of all include but are not limited to; using visuals, non-verbal hand gestures, sand timers as reminders to pack away and liquid timers or calming bottles to help with self-regulation at times of distress.

3.2.2

At Busy Kids Child Care Centre, resources, materials and equipment allow for multiple uses, are sufficient in number and enable every child to engage in play-based learning. We achieve this by;

- Being observant and adapting the materials offered to cater for the evolving interests of children
- Engaging with professional readings and professional learning to maintain inspiration for the development of our skills in creating engaging play-based learning environments
- Having an annual budget for resources that is suitable to the context and responsive to curriculum demands
- Having a culture of inclusivity and commitment to excellence, where long term plans are in place to extend and enhance the diversity of play spaces in the outdoor learning area.

3.2.3

At Busy Kids Child Care Centre, we care for the environment and actively encourage each child to become environmentally responsible by;

- Having regular 'in context' conversations with children about environmentally sustainable practices and what this looks like at Busy Kids Child Care Centre. For example, we have a culture of mindfully turning off taps after using them, turning the lights off when not inside, using natural light by opening the blinds, reusing recycled materials when engaging in art and craft activities and looking after birds, lizards, insects and spiders we find in our natural environment.
- Busy Kids has various plots of edible plants and vegetable patches as part of the garden, where children actively participate in plant care and gardening projects, where the weather conditions are conducive to such projects
- We use a collect our food waste separately for the 'chickens'.
- We are 'Green Thumb members' of the Dirt Girl World Club.
- We use labelled recycling bins and welcome recycled materials for use in art and craft projects.

Key improvements sought for Quality Area 3

Improvement plan

Standard /element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	This process is led by?	By when?	Progress notes
3.1 Design	We have a large amount of space in the outdoors, that if enhanced could facilitate more diverse play options catering for each age range specifically.	We seek to enhance the ways in which the outdoor learning environment is designed to support children's learning.	L	<p>Planning for designated spaces for each age range, staff to help develop a mud map of ideas including spaces which are:</p> <ul style="list-style-type: none"> • open-ended; • exploratory; • sensory; • places for resting and calming down. <p>These mud maps used in conversations with families to help with working bees, and staff to support planning decisions and collection of resources for outdoor space.</p> <p>i.e. – tyres, pallets, natural resources</p>	All Educators	Ongoing	<p>February – reading nook under shade sails works well</p> <p>April – created music wall, construction wall and ball pipes on fence</p> <p>June – working bee to create baby area</p> <p>July – moved mud kitchen to sand pit area to reduce mess to one area</p> <p>July – Cubby House – boxed in a construction area for play</p> <p>August – decision made to move baby area inside main play area</p> <p>Ideas <i>Sensory path</i> <i>Sandpit garden needs attention</i> <i>Re-plant garden where toddlers can't pull plants up (behind fence?)</i> <i>Struggle with keeping plants alive – mostly due to children and weather</i> <i>Baby Play Area - fenced</i></p>

				Then develop a wish list before prioritising which resources to purchase.	All Educators	Ongoing	List kept in Office Major purchase in June 2018
				<u>Research current sustainable practices pedagogy for early childhood</u> and consider implications for design of the outdoor learning spaces.	JF / KH	Ongoing	<i>Directors to share with Room Leaders</i>
				Whole team view ' <u>Creating inspirational play spaces for children</u> ' documenting inspirations for how aspects of this could be applied at our Child care centre.	JF / KH	October	
				Whole team staff meeting reflection / discussion <u>environments for learning</u> to develop a shared sense of what's important to have in a learning space.	JF	November	

Quality Area 4: Staffing arrangements

This quality area of the *National Quality Standard* focuses on the provision of qualified and experienced educators, co-ordinators and nominated and experienced supervisors who are able to develop warm, respectful relationships with children, create safe and predictable environments and encourage children's active engagement in the learning program. **Please note that a number of transitional and jurisdiction-specific regulations apply to staffing arrangements. Refer to Chapter 7 of the *Education and Care Services National Regulations* for more information.**

Quality Area 4: Standards and elements

Standard 4.1		
Staffing arrangements enhance children's learning and development.		
Organisation of educators	Element 4.1.1	The organisation of educators across the service supports children's learning and development.
Continuity of staff	Element 4.1.2	Every effort is made for children to experience continuity of educators at the service.
Standard 4.2		
Management, educators and staff are collaborative, respectful and ethical.		
Professional collaboration	Element 4.2.1	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
Professional standards	Element 4.2.2	Professional standards guide practice, interactions and relationships.

National Law and National Regulations underpinning Quality Area 4

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 4 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 51(2)	Conditions on service approval (FDC Coordinators)	4.1.1
Section 161	Offence to operate education and care service without nominated supervisor.	4.1.1
Section 161A	Offence for nominated supervisor not to meet prescribed minimum requirements	4.1.1
Section 162	Offence to operate education and care service unless responsible person is present	4.1.1
Section 163	Offence relating to appointment or engagement of family day care co-ordinators	4.1.1
Section 164	Offence relating to assistance to family day care educators	4.1.1
Section 164A	Offence relating to the education and care of children by family day care service	4.1.1
Section 169	Offence relating to staffing arrangements	4.1.1
Section 269	Register of family day care educators, co-ordinators and assistants	4.1.1
Regulation 117A	Placing a person in day-to-day charge	4.1.1
Regulation 117B	Minimum requirements for a person in day-to-day charge	4.1.1
Regulation 117C	Minimum requirements for a nominated supervisor	4.1.1
Regulation 118	Educational leader	4.1.1

National Law and National Regulations		Associated element
Regulation 119	Family day care educator and family day care educator assistant to be at least 18 years old	4.1.1
Regulation 120	Educators who are under 18 to be supervised	4.1.1
Regulation 123	Educator to child ratios – centre based services	4.1.1
Regulation 123A	Family day care co-ordinator to educator ratios—family day care service	4.1.1
Regulation 124	Number of children who can be educated and cared for – family day care educator	4.1.1
Regulation 126	Centre-based services – general educator qualifications	4.1.1
Regulation 127	Family day care educator qualifications	4.1.1
Regulation 128	Family day care co-ordinator qualifications	4.1.1
Regulation 130	Requirement for early childhood teacher – centre-based services – fewer than 25 approved places	4.1.1
Regulation 131	Requirement for early childhood teacher – centre-based services – 25 or more approved places but fewer than 25 children	4.1.1
Regulation 132	Requirement for early childhood teacher – centre-based services – 25-59 children	4.1.1
Regulation 133	Requirement for early childhood teacher – centre-based services – 60 to 80 children	4.1.1
Regulation 134	Requirement for early childhood teacher – centre-based services – more than 80 children	4.1.1
Regulation 135	Early childhood teacher illness or absence	4.1.1
Regulation 136	First aid qualifications	4.1.1
Regulation 143A	Minimum requirements for a family day care educator	4.1.1
National Law and National Regulations		Associated element
Regulation 143B	Ongoing management of family day care educators	4.1.1

Regulation 144	Family day care educator assistant	4.1.1
Regulation 145	Staff record	4.1.1
Regulation 146	Nominated Supervisor	4.1.1
Regulation 147	Staff members	4.1.1
Regulation 148	Educational leader	4.1.1
Regulation 149	Volunteers and students	4.1.1
Regulation 150	Responsible person	4.1.1
Regulation 151	Record of educators working directly with children	4.1.1
Regulation 152	Record of access to early childhood educators	4.1.1
Regulation 153	Register of family day care educators, co-ordinators and assistants	4.1.1
Regulation 154	Record of staff other than family day care educators, family day care co-ordinators and family day care educator assistants	4.1.1

Quality Improvement Plan for Quality Area 4

Summary of strengths for Quality Area 4

Strengths

4.1

Staffing arrangements – At Busy Kids Child Care Centre, the Director (Nominated Supervisor) and Assistant Director work closely with educators to ensure organisation of staff supports children’s learning. This achieved by close monitoring and informal conversations with all educators about all aspects of their practice.

4.1.1

The organisation of educators is a carefully considered process undertaken by leadership in consultation with staff. Consideration for children’s learning is central in this process and is achieved by;

- Early childhood Diploma qualified educators leading each playroom.
- Comprehensive staff induction processes are followed to ensure educators (including casuals, volunteers and students) all understand the teaching and learning program expectations.

4.1.2

At Busy Kids Child Care Centre we work to ensure continuity of educators is maintained by;

- having a reliable roster where priority is given, as much as possible, to maintaining continuity in staff organisation, so children have a familiar and consistent educator with them always
- trying to ensure the ‘same’ casual staff are used wherever possible

4.2

Professionalism – At Busy Kids Child Care Centre, we demonstrate our professionalism by;

4.2.1

At Busy Kids Child Care Centre, management and educators work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills. We do this by;

- having a strong leadership team, who promote a culture of collaborative practice and engage regularly with the whole team to ensure communication is maintained and any issues are addressed in a timely fashion
- Ensuring room leaders are supported to build and maintain a healthy rapport, with regular shared opportunities for professional reflection and program planning
- Ensuring all staff are involved in professional learning and reflection processes within the QIP process

4.2.2

At Busy Kids Child Care Centre, professional standards guide all aspects of practice and are heavily guided by the Early Childhood Australia Code of Ethics. Other ways we demonstrate commitment to professional standards includes;

- Each educator having an individual professional development plan, based on our ongoing self-assessment process within the service QIP, to ensure their professional practice is always evolving and aligned with National Quality Standards
- Annual code of conduct professional learning is led by Jenny, using our staffing policy as the guide
- We use the Early Childhood Resource Hub Website to support ongoing self-guided professional learning in areas of identified need.

Key improvements sought for Quality Area 4

Improvement plan

Standard /element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	This process to be led by?	By when?	Progress notes
4.2 Professionalism	As a leadership team we want to enhance connectedness to the quality improvement process, for the whole team.	Refining strategies for demonstrating evidence of collaboration between educators and leadership for affirming, challenging, supporting and learning from each other.	H	1. Purchase and display the ECA Code of Ethics for Early Childhood poster and use this as a tool for reflection on QIP processes.	All Educators JF	Ongoing November	ECA Poster in foyer Refer to points regularly with staff <i>Will include in staff performance reviews in November</i>
				2. Have QIP as a standing agenda item for staff meetings and use a timetable/calendar for actioning each identified area and keeping track (sharing responsibilities amongst whole team)	JF	Ongoing	Rotated staff help with audits and policy reviews to increase improvement and to gain whole team perspectives Ongoing process on improving discussion around QIP in each staff meeting – outlining to staff meaning of each area and what we are striving to enhance Responsibilities given out to whole team or individuals when issues have been identified
				3. Use EYLF Team Meetings Package strategically to support staff in individual professional development journeys	JF	Ongoing	March – handed out brochure & note to staff regarding: Belonging, Being & Becoming April – discussed EYLF Outcome 1 May – handed out brochure & note to staff regarding: Shared Thinking July – discussed EYLF Outcome 2 <i>September – EYLF Outcome 3</i>
				3. In week leading up to staff meetings – staff conduct a brief self-assessment against one National Quality Standard (Using team	All Educators	Ongoing	February - QA1 was assessed April – QA2 was assessed May – QA3 was assessed June – QA4 was assessed July – QA5 was assessed

			identified strengths in QIP) and share implications for their own professional development with room leader / nominated supervisor for planning forward.	JF / KH		August – QA6 was assessed <i>November – QA 7</i>
--	--	--	--	---------	--	---

Quality Area 5: Relationships with children

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

Quality Area 5: Standards and elements

Standard 5.1		
Respectful and equitable relationships are maintained with each child.		
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.
Standard 5.2		
Each child is supported to build and maintain sensitive and responsive relationships.		
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.

National Law and National Regulations underpinning Quality Area 5

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 5 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 166	Offence to use inappropriate discipline	5.1.1, 5.1.2, 5.2.2
Regulation 155	Interactions with children	5.1.1, 5.1.2, 5.2.2
Regulation 156	Relationships in groups	5.2.2

Quality Improvement Plan for Quality Area 5

Summary of strengths for Quality Area 5

Strengths	
5.1.1	
At Busy Kids Child Care Centre, responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included. We do this by;	
<ul style="list-style-type: none">• Ensuring educators are focussed and responsive always.• Ensuring educators have access to quality professional learning opportunities to enhance their expertise in supporting the needs of all children, including those who are most vulnerable, have additional learning needs and higher support needs	
5.1.2	
At Busy Kids Child Care Centre, the dignity and the rights of every child are maintained through;	
<ul style="list-style-type: none">• Rigorous recruitment and staff mentoring programs to ensure we have only the highest calibre of educator on our team• Adherence to the Australian Code of Ethics for Early Childhood, which is a key document for reference in team coaching and self-assessment processes	
5.2.1	
At Busy Kids Child Care Centre, children are supported to collaborate, learn from and help each other. This achieved by;	
<ul style="list-style-type: none">• Educators model listening, waiting and respectful communication behaviours with children, at their cognitive level in authentic moments throughout the day.	

- The atmosphere in the child care centre is relaxed, inclusive and happy, enabling children to feel safe and supported as they negotiate their needs and wants in interactions with peers

5.2.2

At Busy Kids Child Care Centre, each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts. This is enabled by;

- Educators are ever 'present' and able to anticipate conflict and support conflict resolution strategies being employed by children.
- Educators maintain a calm and supportive tone always, in all situations ensuring we are responsive and provide a safe and secure environment for the children to engage with.

Key improvements sought for Quality Area 5

Improvement plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Who will lead this process?	By when?	Progress notes
5.1 Relationships between children and educators	Through enhanced sustained shared thinking educators can significantly improve the depth and quality of learning for children.	Educators have well developed skills in strategic questioning and active listening for more rigorous sustained shared conversations with children.	M	Read about the elements of <u>sustained shared thinking</u> and discuss at staff reviews. Use this to inform adding more steps in the QIP and as necessary in individual staff professional development plans.	JF	November	<i>JF to discuss at staff performance meetings</i>
				Making of visual displays (cheat sheets) of key phrases educators might use to encourage sustained shared thinking in various environments.	JF / KH	Ongoing	Created key sustained shared thinking prompts to display around the centre for staff to view – will alternate each month

Quality Area 6: Collaborative partnerships with families and communities

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

Quality Area 6: Standards and elements

Standard 6.1		
Respectful relationships with families are developed and maintained and families are supported in their parenting role.		
Engagement with the service	Element 6.1.1	Families are supported from enrolment to be involved in the service and contribute to service decisions.
Parent views are respected	Element 6.1.2	The expertise, culture, values, beliefs of families are respected, and families share in decision-making about their child's learning and wellbeing.
Families are supported	Element 6.1.3	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
Standard 6.2		
Collaborative partnerships enhance children's inclusion, learning and wellbeing.		
Transitions	Element 6.2.1	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
Access and participation	Element 6.2.2	Effective partnerships support children's access, inclusion and participation in the program.
Community engagement	Element 6.2.3	The service builds relationships and engages with its community.

National Law and National Regulations underpinning Quality Area 6

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 6 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 175	Offence relating to requirement to keep enrolment and other documents	6.1.3, 6.2.1
Regulation 157	Access for parents	6.1.1

Quality Improvement Plan for Quality Area 6

Summary of strengths for Quality Area 6

Strengths

6.1

At Busy Kids Child Care Centre, we work hard to maintain supportive relationships with families.

6.1.1

We support families from enrolment to be involved in the service and contribute to service decisions. We achieve this by;

- Having each of our policies, most recent QIP, philosophy and enrollment information available for easy access on our website.
- Hosting working bees and community events at Busy Kids, so families can relax, engage and contribute to Busy Kids operation in ways that suit them.

6.1.2

The expertise, culture, values, beliefs of families are respected, and families share in decision making about their child's learning and wellbeing. This is enabled by;

- Pre-enrolment and parent interviews at the start of each year with educators to ensure curriculum decisions are inclusive of family priorities and respect family culture.
- Provisions in the arrival and departure routine for ensuring opportunity for ongoing timely, informal communication with families about their child's progress

6.1.3

At Busy Kids Child Care Centre, current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing by;

- A range of brochures and information about community events are shared in newsletters and in the foyer for family reference
- Newsletter items reference local community events and topical information to support parenting
- Brochures and information on local agencies and support groups for referral for families

6.2.1

At Busy Kids we support children and families in the transition process. We demonstrate this by;

- Liaising activity with each school that children may be transitioning into the following year.
- We work closely with learning and wellbeing early intervention and supports in the community
- We are sensitive to and responsive to individual children's and family's needs if they are transitioning between homes or have a change in family circumstances.

6.2.2

Effective partnerships support children's access, inclusion and participation in the program. At Busy Kids Child Care Centre, this is achieved by;

- Having a culture of respect where the diversity of families and the contribution that each family brings to our program is valued.
- We meet with families and seek their input into teaching and learning priorities they may have for their child and work with families to promote these learning outcomes, while referencing the EYLF in the ways in which we build the program around it.
- We regularly make time for parents to discuss their child and report on progress or concerns with them.

6.2.3

At Busy Kids Child Care Centre, we actively build relationships and engage with our community by;

- Maintaining close collaborative links with local schools, other child care centres or programs children may be attending as well, community organisations and events like Easter Hat Parade, Mother's Day Morning Tea, Father's Day Lunch, the Sun Smart Program, Munch and Move Program, Cupcake Week and local ambulance, police and fire departments, children's day in the park, NAIDOC week etc.

Key improvements sought for Quality Area 6

Improvement plan

Standard /element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	This process will be led by?	By when?	Progress notes
6.1	We seek to enhance our methods of communicating with and working in partnership with families to enhance learning and wellbeing outcomes for children.	Continue the building of strong relationships with families, with expanded strategies for effective partnership.	L	Key team members read NQS PLP e newsletter 68 “communicating with families about children’s learning” and share key points with staff team for developing ongoing strategies for communication and shared planning.	Room Leaders	Ongoing	March - Posters made for front foyer for parents to gain an insight to their child’s learning. i.e. - when you child plays in sandpit, they are: <i>experimenting, communicating, problem solving, sharing, using imagination</i>
				Continue to explore use of digital and social media applications to enhance communication channels.	JF / KH	Ongoing	Facebook all Busy Kids events and special days Use website to inform about monthly themes
				Key members of staff engage with the ‘supporting vulnerable families – self guided learning package’ and share overview of key points with the whole team.	JF / KH	Ongoing	July - Completed self-guided package August – Discussion with relevant staff (Room Leaders) to support vulnerable families with information required

Quality Area 7: Governance and Leadership

This quality area of the *National Quality Standard* focuses on effective leadership and governance of the service to establish and maintain quality environments for children's learning and development. Effective leaders establish shared values for the service that reflect the service context and professionalism and set clear direction for the service's continuous improvement. Governance refers to the systems in place to support effective management and operation of the service, consistent with the service's statement of philosophy.

Quality Area 7: Standards and elements

Standard 7.1 Governance supports the operation of a quality service.		
Service philosophy and purpose	Element 7.1.1	A statement of philosophy is developed and guides all aspects of the service's operations.
Management systems	Element 7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service.
Roles and responsibilities	Element 7.1.3	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.
Standard 7.2 Effective leadership build and promotes a positive organisational culture and professional learning community.		
Continuous improvement	Element 7.2.1	There is an effective self-assessment and quality improvement process in place.
Educational leadership	Element 7.2.2	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
Development of professionals	Element 7.2.3	Educators, co-ordinators and staff members' performance is regularly evaluated, and individual plans are in place to support learning and development.

National Law and National Regulations underpinning Quality Area 7

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 7 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 21	Reassessment of fitness and propriety (provider approvals)	7.1.2
Section 51(2)	Conditions on service approval (FDC co-ordinators)	7.1.2, 7.1.3
Section 56	Notice of addition of nominated supervisor	7.1.2
Section 56A	Notice of change of a nominated supervisor's name or contact details	7.1.2
Section 161	Offence to operate education and care service without nominated supervisor	7.1.2
Section 161A	Offence for nominated supervisor not to meet prescribed minimum requirements	7.1.2
Section 162	Offence to operate education and care service unless responsible person is present	7.1.2
Section 162A	Persons in day-to-day charge and nominated supervisors to have child protection training	7.1.2
Section 163	Offence relating to appointment or engagement of family day care coordinators	7.1.2, 7.1.3
Section 164	Offence relating to assistance to family day care educators	7.1.2
Section 164A	Offence relating to the education and care of children by family day care service	7.1.2, 7.1.3
Section 165	Offence to inadequately supervise children	7.1.2
Section 166	Offence to use inappropriate discipline	7.1.2

National Law and National Regulations		Associated element
Section 167	Offence relating to protection of children from harm and hazards	7.1.2
Section 168	Offence relating to required programs	7.1.2
Section 169	Offence relating to staffing arrangements	7.1.2
Section 170	Offence relating to unauthorised persons on education and care service premises	7.1.2
Section 171	Offence relating to direction to exclude inappropriate persons from education and care service premises	7.1.2
Section 172	Offence to fail to display prescribed information	7.1.2
Section 173	Offence to fail to notify certain circumstances to regulatory authority	7.1.2
Section 174	Offence to fail to notify certain information to regulatory authority	7.1.2
Section 174A	Family day care educator to notify certain information to approved provider	7.1.2, 7.1.3
Section 175	Offence relating to requirement to keep enrolment and other documents	7.1.2
Section 188	Offence to engage person to whom prohibition notice applies	7.1.2
Section 269	Register of family day care educators, coordinators and assistants	7.1.2
Regulation 31	Condition on service approval-quality improvement plan	7.2.1
National Law and National Regulations		Associated element

Regulation 55	Quality improvement plans	7.2.1
Regulation 56	Review and revision of quality improvement plans	7.2.1
Regulation 158	Children's attendance record to be kept by approved provider	7.1.2
Regulation 159	Children's attendance record to be kept by family day care educator	7.1.2
Regulation 160	Child enrolment records to be kept by approved provider and family day care educator	7.1.2
Regulation 161	Authorisations to be kept in enrolment record	7.1.2
Regulation 162	Health information to be kept in enrolment record	7.1.2
Regulation 163	Residents at family day care residence and family day care educator assistants to be fit and proper persons	7.1.2
Regulation 164	Requirement for notice of new persons at residence	7.1.2
Regulation 165	Record of visitors	7.1.2
Regulation 166	Children not to be alone with visitors	7.1.2
Regulation 167	Record of service's compliance	7.1.2
Regulation 168	Education and care service must have policies and procedures	7.1.2
Regulation 169	Additional policies and procedures—family day care service	7.1.2
National Law and National Regulations		Associated element
Regulation 170	Policies and procedures to be followed	7.1.2

Regulation 171	Policies and procedures to be kept available	7.1.2
Regulation 172	Notification of change to policies or procedures	7.1.2
Regulation 173	Prescribed information to be displayed	7.1.2
Regulation 174	Time to notify certain circumstances to regulatory authority	7.1.2
Regulation 174A	Prescribed information to be notified to accompany notice	7.1.2
Regulation 175	Prescribed information to be notified to regulatory authority	7.1.2
Regulation 176	Time to notify certain information to regulatory authority	7.1.2
Regulation 176A	Prescribed information to be notified to approved provider by family day care educator	7.1.2
Regulation 177	Prescribed enrolment and other documents to be kept by approved provider	7.1.2
Regulation 178	Prescribed enrolment and other documents to be kept by family day care educator	7.1.2
Regulation 179	Family day care educator to provide documents on leaving service	7.1.2
Regulation 180	Evidence of prescribed insurance	7.1.2
Regulation 181	Confidentiality of records kept by approved provider	7.1.2
National Law and National Regulations		Associated element
Regulation 182	Confidentiality of records kept by family day care educator	7.1.2
Regulation 183	Storage of records and other documents	7.1.2

Regulation 184	Storage of records after service approval transferred	7.1.2
Regulation 185	Law and regulations to be available	7.1.2
Regulation 344 Tasmania	Working with vulnerable people registration – staff members	7.1.2
Regulation 358 Victoria	Working with children check to be read	7.1.2
Regulation 359 Victoria	Criminal history record check to be read and considered	7.1.2

Quality Improvement Plan for Quality Area 7

Summary of Strengths

Strengths

7.1.1

At Busy Kids Child Care Centre, the service philosophy underpins all aspects of service delivery. This practice is enabled via various measures including;

- Being formally revisited every year with input from our current families and staff to ensure it aligns with and is a true reflection of what we believe and what we do.
- Being displayed prominently in the foyer area for ease of parent, visitor, educator and children's reference
- Being displayed on our service website.
- Being underpinned by the principles and practices of the EYLF and themes of being, belonging and becoming.

7.1.2

Busy Kids Child Care Centre has many systems in place to manage risk and to enable effective management and operation of the service. These include;

- Operational decisions are strictly managed within the policies of our organisation with our own procedures articulated and annually reviewed to support broad policy statements.
- We utilise the support offered to us by children's' services central and risk management practices are compliant with expectations of the National Quality Framework.

7.1.3

The broad terms and conditions of roles and responsibilities for all educators, and administrative support personnel, are stipulated in our policy statements. At Busy Kids Child Care Centre, we enhance this in action with;

- Comprehensive staff induction processes, tailored for permanent, casual and visiting / volunteering / student colleagues
- A highly collaborative staff team, where we talk often and negotiate the minute of roles and responsibilities to support quality in our everyday operation.
- We have documented and sensitively displayed reference information to support all staff, and particularly those less familiar with our routines, schedules and daily responsibilities.
- Our child care centre has a folder containing a situational analysis and information about individual children to increase continuity for casual staff. Casual staff are also briefed verbally by staff during the induction process.

7.2.1

At Busy Kids Child Care Centre self-assessment and quality improvement processes are in place. Some strategies we use to ensure this is ongoing, inclusive and embedded our operation include;

- Service practice is evaluated on an ongoing basis, and takes a variety of forms, by all stakeholders.
- Some opportunities for parents to contribute are: satisfaction surveys, feedback at parent teacher meetings, and parent email systems.
- Parents of children are invited to participate in all these opportunities to provide quality feedback, measured against the NQS.
- Meetings are held to outline changed processes and practices based on the feedback provided so parents are aware of the power of their information to effect positive improvement.

7.2.2

At Busy Kids Child Care Centre, the educational leader is Kirsty Hurley. She is supported by our nominated supervisor, Jenny French and together lead the development and implementation of the educational program and assessment and planning cycle. Some strategies we use at Busy Kids Child Care Centre include;

- We have a culture of enquiry and value time to engage in professional research and debate, which inspires innovative practices and quality improvement
- We value opportunities for specific Early Years professional development are offered to staff including relevant conferences and other meetings and industry specific training that support the educators to maintain an exemplary learning environment and at the same time follow their personal learning journey.
- The National quality standards are our benchmark and we continuously refer to them and reflect on what we do in relation to the standards, through reflection and discussions.
- Our Quality Improvement Plan is a “living document” in that it was constructed in consultation with all staff and is under regular review. It is also available for parents to review and offer suggestions. The child care centre review and reflect on our processes, programs and environment in consultation with the National Quality Standard and National Early Childhood Education and Care Regulations. These manuals are stored in the staff room and as a bookmark to the online version to ensure easy access when and if required.

7.2.3

At Busy Kids Child Care Centre, educator's performance is regularly evaluated, and individual plans are in place to support learning and development. This is achieved by;

- Employee performance is monitored using a professional development scaffold and we facilitate an annual [self-assessment](#) process for all educators against the seven areas of the NQS
- The development of staff member's professional development plan (PDP) is made in line with the employee's personal and Busy Kids identified areas of focus.
- The PDP is visited regularly with a timeframe in place to reflect and re-evaluate. This includes 2 formal observations of practice, based on goals, with feedback for improvement.

Key improvements sought for Quality Area 7

Improvement plan

Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	This process is led by?	By when?	Progress notes
7.2 Leadership	To ensure that we are using sustainable practices for ensuring the Quality Improvement process is meaningful and reflects aspects of each key staff member's own professional development plan.	To ensure every member of the team is supported to develop their skills and expertise, adding to processes led by leadership team throughout implementation of the QIP and PDP process.	H	<u>Use EYLF prompt cards 'one' card in an ongoing cycle, in a shared staff space to prompt and guide the informal reflective 'conversational' process (building a culture of commitment to continual improvement).</u>	KH	Ongoing	Each fortnight one card is pinned up in the office and used as reflective conversational piece between staff. Staff have the opportunity to leave notes and discuss with management.
				Each staff member complete annual self-assessment as part of <u>their professional development plan</u>	JF	October	<i>Self-assessments to go out in October</i> <i>Staff performance reviews held in November</i>
				As a team, research and negotiate strategies for <u>maintaining the cycle of self-assessment and continuous improvement.</u>	JF / KH / Room Leaders	Ongoing	Every staff meeting everyone's thoughts are valued and noted. Everyone is encouraged to share highs and lows for the month. Individual strengths are noted, and where improvements can be made support is given. Management have an open door policy for staff to discuss and reflect.

Notes