



Australian Children's  
Education & Care  
Quality Authority

# National Quality Standard Assessment and Rating Report

|                     |                                 |
|---------------------|---------------------------------|
| <b>Service Name</b> | The Farmhouse Montessori School |
| <b>Date</b>         | 27 & 28 May 2014                |

# About this report

## The National Quality Framework

In December 2009, all Australian governments, through the Council of Australian Governments, agreed to a partnership to establish a National Quality Framework for Early Childhood Education and Care (National Quality Framework).

The Australian Government and state and territory governments recognise the importance of increasing their focus on the early years to ensure the wellbeing of children throughout their lives and to lift the productivity of our nation as a whole. The drive for change is based on clear evidence that the early years of children's lives are very important for their present and future health, development and wellbeing.

The National Quality Framework aims to raise quality and drive continuous improvement in education and care services through:

- the *National Quality Standard for Early Childhood Education and Care and School Age Care (National Quality Standard)*
- a national quality assessment and rating process
- streamlined regulatory arrangements
- a new national body jointly governed by the Australian Government and state and territory governments—the Australian Children's Education and Care Quality Authority (ACECQA)—to oversee the new system.

The new system replaces state and territory licensing and quality assurance processes.

## Purpose

The purpose of the National Quality Framework assessment and rating process is to determine whether and at what rating level services meet the *National Quality Standard* and the requirements of the *Education and Care Services National Regulations* and the *Education and Care Services National Law*.

The purpose of this report is to inform you of the outcome of your service's assessment and rating against the National Quality Framework, including the *National Law* and *National Regulations*, which incorporates the *National Quality Standard*. This report will assist you with your ongoing quality improvement planning.

## How this document is organised

The *National Quality Standard Assessment and Rating Report* includes:

- a service details section
- a list of the rating level descriptors for each quality area accompanied by the Regulatory Authority's comments on evidence, and any notes relevant to the service's Quality Improvement Plan
- a table that summarises the elements that were 'met' and 'not met', and the ratings for the standards within each quality area, and
- a table that presents the quality area ratings and the overall rating.

## The rating system

The *National Regulations* prescribe the rating levels within the national quality assessment and rating process (regulation 57). The rating levels are displayed in this document as follows:

| Rating Level                              | Abbreviation |
|-------------------------------------------|--------------|
| Significant Improvement Required          | S            |
| Working Towards National Quality Standard | W            |
| Meeting National Quality Standard         | M            |
| Exceeding National Quality Standard       | E            |

Further information on how ratings are determined is available in the *Guide to Assessment and Rating for Services*.

# Service details

Name of service

Type of service

## Location

Street

Suburb

State or territory  Postcode

## Contact details

Telephone  Mobile

Email

Approved provider

## Nominated supervisor

Name  Title

## Educational leader

Name  Title

## Responsible person

## Primary contact for assessment and rating visit

## Quality Improvement Plan

Date received

## Visit

Date  Arrival  Departure

Date  Arrival  Departure

Date  Arrival  Departure

Date  Arrival  Departure

## Authorised officer/s

Name  Title

Name  Title

Minor adjustments Yes  No  Date advised

Relevant element/s and/or regulations

# Quality Area 1: Educational program and practice

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

| Element | Working Towards National Quality Standard (W)                                                                             | Meeting National Quality Standard (M)                                                                                                                                                                                        | Exceeding National Quality Standard (E)                                                                                                                     | Met or Not met |
|---------|---------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| 1.1.1   | Curriculum decision making sometimes supports children’s learning and development outcomes.                               | Curriculum decision making contributes to each child’s learning and development outcomes in relation to their identity, connection with community, wellbeing, and confidence as learners and effectiveness as communicators. | Curriculum decision making maximises each child’s learning and development opportunities.                                                                   | Met            |
| 1.1.2   | The program sometimes draws upon children’s current knowledge, ideas, culture, abilities and interests.                   | Each child’s current knowledge, ideas, culture, abilities and interests are the foundation of the program.                                                                                                                   | Each child’s current knowledge, ideas, culture, abilities and interests are consistently incorporated and actively drive all aspects of the program.        | Met            |
| 1.1.3   | Aspects of the program, including routines, provide opportunities for children’s learning.                                | The program, including routines, is organised in ways that maximise opportunities for each child’s learning.                                                                                                                 | The program, including routines, is organised in ways that maximise each child’s involvement and engagement in learning.                                    | Met            |
| 1.1.4   | General information about the program for children is available to families.                                              | The documentation about each child’s program and progress is available to families.                                                                                                                                          | The documentation about each child’s program and progress is available in an accessible format and opportunities are provided for discussion with families. | Met            |
| 1.1.5   | Some supports are offered to children to participate in the program.                                                      | Every child is supported to participate in the program.                                                                                                                                                                      | Every child is actively and consistently supported to engage in the program.                                                                                | Met            |
| 1.1.6   | Children’s agency is sometimes considered and encouraged in helping them to make choices and decisions about their world. | Each child’s agency is promoted, enabling them to make choices and decisions and influence events and their world.                                                                                                           | Each child’s agency is consistently considered and promoted, enabling them to make a range of choices and decisions to influence events and their world.    | Met            |

| Standard | National Law (s) and National Regulations (r)                                                                                                                                                                                                                                                                                                                                         |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.1      | <p>s168 Offence relating to required programs</p> <p>s323 Approved learning framework</p> <p>r73 Educational program</p> <p>r75 Information about the educational program to be kept available</p> <p>r76 Information about educational program to be given to parents</p> <p><b>General transitional and saving provisions</b></p> <p>r254 Declared approved learning frameworks</p> |

## Evidence

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

#### *The delegated person advised:*

- The Farmhouse Montessori School follows the Montessori philosophy and curriculum. This provides a sound and holistic program designed to cover all aspects of the child's physical, emotional and psychological development. This program relates closely to the aims and outcomes of the Early Years Learning Framework
- The service is committed to helping the child develop as an individual and as part of a community
- The daily routine at the service is only limited by the lunch period and end of day and children can determine their own routine for the day with support from the teacher
- Children are provided with the opportunity to have time and the freedom to continue with an activity as long as their interest allows and to move from the indoors to outdoors during the session
- As children attend Monday to Friday, they are able to leave their work at the end of the day knowing they can continue when they return the next day
- Child Portfolios are available at any time for the family to look at which includes observations and collection of children's work
- Learning stories booklets are placed in the reception area for family perusal
- Information nights are held at least once each term to provide extensive information and understanding on child development, family relationships and the materials and activities of the program
- Parent /teacher conferences are scheduled formally twice a year and on request
- The service provides families the opportunity to join the child in the class environment and provisions are made for daily discussions with families.

#### *This is evident by:*

- The service philosophy and decisions about the program, routines and environments created for children are consistent with the Early Years Learning Framework (EYLF) and the Montessori method of teaching
- Educators describe how curriculum decision making relates to the EYLF principles, practices and outcomes and the Montessori method of teaching and the service curriculum is based on a prepared environment in line with the Montessori Method which remains constant
- Every child has a Montessori program, which is expanded on depending their needs and interests. A 'day sheet' is used to record the activities the child has been involved in the indoor and outdoor classrooms
- An 'individual student record' documents all Montessori and EYLF experiences the child has experienced and identifies their developmental milestones. This begins and carries through as part of the child's three year attendance at the service and becomes the child's future program
- Educators are responsible for contributing to the service indoor and outdoor program, observations, and children's portfolios. Two educators who are employed as the outdoor teachers are responsible for the outdoor program in consultation with other educators
- Educators refer to the EYLF learning outcomes within the program to include documentation relating to the Montessori teaching method, the indoor and outdoor program, aboriginal studies program, child observations, learning stories, planned and spontaneous experiences
- The environment is arranged to encourage both individual and group experiences and children are observed engaging in activities independently and collaboratively
- Children explore aspects of their identity, and connection with community through projects such as belonging, being and becoming and relationships with families
- Various forms such as family surveys, parent program and portfolio contribution and feedback provisions are provided to families to document information that contributes to the child's room program. Ongoing discussions, on request and scheduled meetings with families are used by the service to seek information about the child in relation to the program. For example, parent/teacher information sharing evenings
- There is a range of cultural resources available across the service such as ornaments and play materials representing various cultures of the children, their families and educators. Cultural traditions and events are acknowledged and

celebrated within the program, for example, greeting songs and counting in various home languages, traditional indigenous land owners acknowledged at group time and an educator with a child hang the indigenous flag on a flag pole outdoors, World Peace day and Chinese New Year

- Children’s interests and abilities inform the curriculum that is evident in learning stories, projects, and books of enquiry. For example, learning about flowers, mushrooms, vegetable garden/planting, treasure maps, gem stones, Cambodia, and New York
- Children are encouraged to see, think and wonder during group times relating to discussions about Cambodia and bubbles
- The service daily routine is limited only by lunch, play and end of day. Progressive morning tea is provided for children as part of ‘practical life’ activities. Children have the opportunity to continue with an activity and during the morning session play either indoors and or outdoors. When transitions occur during the day these are used as further opportunities for learning, for example through music/songs and literacy based activities
- Children transition individually or in small groups and are required to be involved in the packing away of materials, particularly after they have worked on a piece of equipment, this needs to be tidied and returned ready for the next person to use
- The program, including reflections is available in relation to each room with photographs of children taken throughout the day displayed on the whiteboard with links to the EYLF and on a large screen in the foyer as a slideshow of the child’s day for families to view
- Conversations occur with families at arrival and departure times regarding their child’s involvement in the program
- Children’s and family voices are invited and recorded in documentation, for example, through each child’s learning stories, observations and enquiry books
- Educators support children individually and in group activities as required and educators invite children that may not be involved in an activity to participate. For example an educator assists a child with using a saw to saw a piece of wood
- The set up in the indoor and outdoor classrooms is well organised and allows for children to move freely to experiences
- Educators include and support children from culturally and linguistically diverse backgrounds (CALD) to participate in the program, for example key words or non-verbal cues are used for educators to communicate and support children. An educator speaks to children at various times during the day in the child’s home language
- Educators acknowledge children as competent and capable and are encouraged to make choices, initiate their own play and do many things independently
- Resources are arranged on low open shelving and children can select their own materials
- At lunch time children are given choices about who they sit with and they can finish off their meals at their own pace while other children move onto other activities
- Self-help skills are encouraged through ‘practical life’ based activities, such as washing and drying dishes, cutting fruit and egg, squeezing orange juice, washing and drying hands and managing meal times independently.

Therefore this standard is rated as Meeting NQS.

**Quality Improvement Plan notes (optional)**

The service is encouraged to continue to follow through with their goals and strategies outlined in their Quality Improvement Plan (QIP) ‘to improve opportunities for families to access information on the regular activities children engage in at the service’.

If significant improvement is required, record this in the summary section at the end of this form.

**1.1**

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

**Meeting NQS**

# Quality Area 1: Educational program and practice

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

| Element | Working Towards National Quality Standard (W)                                                 | Meeting National Quality Standard (M)                                                                                                      | Exceeding National Quality Standard (E)                                                                                                                                                       | Met or Not met |
|---------|-----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| 1.2.1   | Children's learning and development is considered in some aspects of the planning process.    | Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.                     | Assessment of each child's learning and development is part of an ongoing cycle of planning, documenting and evaluation. It is an interactive process that drives development of the program. | Met            |
| 1.2.2   | Educators sometimes respond to children's ideas and play.                                     | Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.                  | Educators consistently respond to children's ideas and play and intentional teaching is embedded within the program to scaffold and extend each child's learning.                             | Met            |
| 1.2.3   | Some reflection on children's learning and development is considered in planning the program. | Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program. | Critical reflection on children's learning and development, both as individuals and in groups, is consistently used to implement, review and revise the program.                              | Met            |

| Standard | National Law (s) and National Regulations (r)                                           |
|----------|-----------------------------------------------------------------------------------------|
| 1.2      | r74 Documenting of child assessments or evaluations for delivery of educational program |

## Evidence

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

*The delegated person advised:*

- Day sheets record observations of daily activities that allows for notation of interests and needs of each child
- Portfolios of each child document the progress of a child through the year and over the period of the child's attendance. This includes not only observations and units of inquiry but also samples of the child's work
- Each child has an individual program that incorporates the basic Montessori program as well as additional interests of the child
- Individual learning plans support each child's development and learning and are prepared from the individual program
- Weekly classroom plans identify changes and additions made to reflect the children's' individual learning plans as well as include intentional teaching situations.

*This is evident by:*

- The service has a fortnightly curriculum offered both indoors and outdoors and has an allocated programming schedule that provides opportunities for educators to have programming time. Educators also discuss the curriculum daily and at staff meetings
- Educators contribute to programming and planning by observing and recording children's learning
- Experiences are programmed for individuals and groups based on children's interests, educators analysis of learning, reflections and parent contributions. For example, educators communicated they had set up activities and experiences based on extensions of children's learning and or linking to current projects being explored
- Educators use their knowledge of the children's current learning and development and the EYLF outcomes to reflect on the program and to inform future planning
- Learning stories, work samples, photos and observational methods are used to document children's learning. These are included in individual portfolios which are available to families

- Educators use a ‘child focus system’ to ensure all children are observed and incorporated into the curriculum
- Representations of children’s learning and work is documented in units of inquiry books
- Educators analyse and evaluate the information that is gathered about individuals and groups of children to document each child’s progress towards specific learning goals
- Intentional teaching is evident in the program through educators planning extension activities and experiences that incorporate children’s interest
- Educators make use of spontaneous teachable moments to extend children’s learning. For example, an educator mentions to a child who is using a syringe with coloured water and transferring from one jar to another “remember what we learnt about filling the syringe with water?” Another educator asks a child who is painting water on a fence and using a rock to stand on “are you reaching higher to paint on the fence?” Another educator provides children with magnifying glasses to view a huntsman spider that a child had bought in. The educator provides books to support this investigation
- During group times educators ask open ended questions that guide and support the child’s learning, for example “what do you see, think and wonder?”
- An educator asks children about moths bought in by a family “what do you think they are, why are they called lily moths, we have a question to solve, we need to work out how to solve the problem for \_ mummy?”
- Educators intentionally scaffold children’s understanding and learning. For example during a group time experience with real fruit typically observed in Cambodia, the educator asks “what fruit do you know from looking in the basket, what do you think it is called, let’s talk about the colour and the smell”. The educator links the names of the fruit by asking a child what they are called in the child’s home language. The educator mentions that she will add all the fruit in a Cambodian fruit salad bowl tomorrow
- Educators encourage children to contribute their ideas and ask questions. For example, during arrival time educators facilitate discussion with children by encouraging them to talk about what they would like to do and what they have been working on
- Educators encourage children to make their ideas visible to others through drawing, writing, painting or model making. For example, provocations are provided such as flowers and treasure maps
- Educators use a variety of methods to assist their reflection on children’s experiences, thinking and learning. For example, through classroom and individual learning plans
- The service has recently introduced and supplied each educator with their own personal journal for daily reflective practice
- Daily discussions ,staff meetings and beginning of term days are used to share ideas and plan for children’s learning
- Reflections are part of the agenda at meetings and the service’s continual improvement plan where educators share what is working well and suggest ways for improvement.

Therefore this standard is rated as Meeting.

**Quality Improvement Plan notes (optional)**

The service is encouraged to continue to follow through with their goals and strategies outlined in their QIP ‘to provide time for reflective practice on a regular basis with educators’.

If significant improvement is required, record this in the summary section at the end of this form.

|            |                                                                                                                        |                    |
|------------|------------------------------------------------------------------------------------------------------------------------|--------------------|
| <b>1.2</b> | Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child. | <b>Meeting NQS</b> |
|------------|------------------------------------------------------------------------------------------------------------------------|--------------------|

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

### Standard 2.1 Each child's health is promoted.

| Element | Working Towards<br>National Quality Standard (W)                                                      | Meeting<br>National Quality Standard (M)                                                                                                   | Exceeding<br>National Quality Standard (E)                                                                                                                                                                                                                           | Met or<br>Not met |
|---------|-------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| 2.1.1   | Information on children's health needs is available.                                                  | Each child's health needs are supported.                                                                                                   | Each child's health needs are consistently supported, monitored and promoted.                                                                                                                                                                                        | Met               |
| 2.1.2   | Opportunities for sleep, rest and relaxation are provided for children.                               | Each child's comfort is provided for and there are appropriate opportunities to meet each child's need for sleep, rest and relaxation.     | Each child's comfort is provided for and there is a range of opportunities for both individuals and groups that effectively meet each child's need for sleep, rest and relaxation.                                                                                   | Met               |
| 2.1.3   | Basic hygiene practices are implemented.                                                              | Effective hygiene practices are promoted and implemented.                                                                                  | Effective hygiene practices are actively and consistently promoted and embedded in the everyday program.                                                                                                                                                             | Met               |
| 2.1.4   | Some steps are taken to control the spread of infectious diseases and to manage injuries and illness. | Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines. | Preventative steps are evident in controlling the incidence and spread of infectious diseases. In addition, the management of injuries and illness accords with recognised guidelines, and best practice regarding these issues is embedded in the everyday program. | Met               |

| Standard | National Law (s) and National Regulations (r)                                                                                                                                                                                                                                                                                                                                                                                                          |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.1      | r77 Health, hygiene and safe food practices<br>r81 Sleep and rest<br>r88 Infectious diseases<br>r89 First aid kits<br>r90 Medical conditions policy<br>r91 Medical conditions policy to be provided to parents<br>r92 Medication record<br>r93 Administration of medication<br>r94 Exception to authorisation requirement – anaphylaxis or asthma emergency<br>r95 Procedure for administration of medication<br>r96 Self-administration of medication |

### Evidence

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Each child's health is promoted.</b></p> <p><i>The delegated person advised:</i></p> <ul style="list-style-type: none"> <li>• Special health needs of children are supported with the provision of food, training of staff and communication with families, for example children with food intolerances</li> <li>• Children are informed and involved in discussion during group time or individually for further understanding of the needs of other children</li> <li>• Staff meeting program includes development of skills and understanding of health and safety issues working with parents and specialist to advise and assist in the understanding of the children's needs</li> <li>• Posters and information sheets are available and displayed as appropriate when outbreaks or situations occur or for information purposes</li> <li>• Articles and information on websites are provided through the newsletter on health issues current to the school or for parent interest</li> <li>• The services grace and courtesy program works with children on procedures and techniques for safety and hygiene</li> <li>• Lessons on hand washing are given to the children and posters on the wall assist as reminders</li> </ul> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

- Cleanliness is a very important element of the Montessori classroom. All materials are checked daily for cleaning, maintenance or replacement. All activities must be complete, in good repair and attractive.

*This is evident by:*

- The service requests information from families in regards to children’s health needs at enrolment
- Information about children’s health needs is displayed including health management action plans and allergy information
- All, but two educators have completed a recognised first aid course, with all educators having completed approved asthma and anaphylaxis management training
- Medications are stored securely in their original packaging and are easily accessible to staff. Medication records are available and meet regulatory requirements
- The service has large doors, windows and fans which offer fresh air, natural lighting and an air conditioning system
- Hand washing posters in the bathroom, pump soap and paper towel dispenser are placed at children’s level to promote and encourage independent hand washing
- Educators wash their hands where appropriate and wear gloves while assisting children with nappy changing, nose wiping and at meal times. Gloves and hand washing policies are displayed
- An educator applied the service nappy change procedure, to include supporting children to wash their hands and her own hands
- Food brought in by families is hygienically stored in the allocated fridges for each age group with temperature gauges and charts used to record the fridge temperatures
- Cleaning and hygiene policies are displayed and cleaning schedules for indoor and outdoor spaces are implemented, for example, the children’s bathroom is checked throughout the day and indoor and outdoor checklists were checked off by the rostered educators
- Procedures are in place to manage cross contamination, for example the service has hand sanitizer available for families to use on arrival, a displayed cleaning cloths and gloves key for cleaning and a ‘soiled clothing’ cupboard. Educators and children were observed cleaning tables prior to meal times
- The service has policies regarding infectious diseases which outline exclusion periods and informs families of any outbreaks of infectious diseases through displayed information and fact sheets
- Educators and families have access to publications such as ‘Staying Healthy in Childcare’ 4<sup>th</sup> Edition. The nominated supervisor was informed that a 5<sup>th</sup> edition of ‘Staying Healthy in Childcare’ was available
- There is current information regarding immunisation available to families and the nominated supervisor confirmed families were aware of the new immunisation requirements
- First aid kits are available at the service and these are periodically checked.

Therefore this standard is rated as Meeting NQS.

**Quality Improvement Plan notes (optional)**

If significant improvement is required, record this in the summary section at the end of this form.

**2.1**

Each child’s health is promoted.

**Meeting NQS**

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

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

| Element | Working Towards<br>National Quality Standard (W)                          | Meeting<br>National Quality Standard (M)                                                                              | Exceeding<br>National Quality Standard (E)                                                                                                                                        | Met or<br>Not met |
|---------|---------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| 2.2.1   | Food and drinks provided by the service are nutritious.                   | Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child. | Food and drinks provided by the service are nutritious and appropriate for each child. Healthy eating is consistently and actively promoted and embedded in the everyday program. | Met               |
| 2.2.2   | There are opportunities for children to participate in physical activity. | Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.          | Physical activity that builds on children's interests and development is embedded in all aspects of the program.                                                                  | Met               |

| Standard | National Law (s) and National Regulations (r)                                         |
|----------|---------------------------------------------------------------------------------------|
| 2.2      | r78 Food and beverages<br>r79 Service providing food and beverages<br>r80 Weekly menu |

### Evidence

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

*The delegated person advised:*

- Creation and maintenance of the service vegetable gardens and fruit trees provides opportunity for discussion on healthy eating and offers us a variety of home grown organic food for snack
- The service snack table has a variety of fruit and vegetables for the children's choice
- Cooking experiences reflect cultural diversity of the community and opportunity to discuss healthy eating
- Opportunity for children to prepare their own food for eating encourages them to be proactive in their own health and to make healthy choices on amounts and timing as well as use of a variety of cooking tools
- Children have access to water for drinking throughout the day
- Education on healthy eating is incorporated into group discussions, language and practical life activities
- Parent handbook, parent library and newsletters include healthy eating suggestions and encourage sustainable practices in choices of food preparation
- Healthy eating is promoted to families through food recipes and websites direction in the weekly newsletters
- Posters are displayed on healthy eating ideas
- The service subscribe to Munch & Move to provide information for staff and families
- Practical life exercises are specifically designed for the development of movement
- Program and activities are designed specifically to assist with the development of fine and gross motor skills
- A large outdoor environment provides space for children to run and play games safely away from others
- Fact sheets are provided to families in the weekly newsletter containing items from munch and move or other avenues on physical movement
- The service display workshops and classes for children on physical movement including gym, tennis and swimming.

*This is evident by:*

- Children bring their own lunch from home, with allocated fridges available for families to store the children's meals for the day
- The service and children prepare and serve progressive morning and afternoon tea with a menu displayed for families
- The service subscribes to Munch & Move to provide information to educators and families
- The service ensures appropriate healthy food choices by providing families with information and fact sheets, including those from Munch & Move and Crunch & Sip. The Australian Guide to Healthy Eating poster is displayed for families

and educators

- Some educators sit with children during meal times and some discussions regarding what children have bought in for lunch and healthy eating occur
- Children have access to their water bottles in the indoor and outdoor environments and educators encourage children to drink water throughout the day
- A range of outdoor equipment is available for children in both playgrounds, for example fixed play equipment, a slide, stepping stones, tree branches, trampoline, balls and sand play
- There are opportunities throughout the day for children to participate in active and passive play in the outdoor playground for extended periods of time. Group ball games are played by the children with educators joining in at times
- Educators support children in physical play when required, such as modelling going down the slide, throwing, catching and kicking a ball and supervising children moving across the monkey bars.

Therefore this standard is rated as Meeting NQS.

**Quality Improvement Plan notes (optional)**

The service is encouraged to continue to follow through with their goals and strategies outlined in their QIP for 'more equipment for motor activities and introduce more dance and co-operative games'.

If significant improvement is required, record this in the summary section at the end of this form.

|            |                                                                                |                    |
|------------|--------------------------------------------------------------------------------|--------------------|
| <b>2.2</b> | Healthy eating and physical activity are embedded in the program for children. | <b>Meeting NQS</b> |
|------------|--------------------------------------------------------------------------------|--------------------|

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

### Standard 2.3 Each child is protected.

| Element | Working Towards<br>National Quality Standard (W)                                                                                                                                                                                                                                                        | Meeting<br>National Quality Standard (M)                                                                                                        | Exceeding<br>National Quality Standard (E)                                                                                                                                                                                         | Met or<br>Not met |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| 2.3.1   | The service is working towards ensuring children are adequately supervised at all times. This does not pose an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service.                                                               | Children are adequately supervised at all times.                                                                                                | Children are effectively supervised at all times and educators are attuned to the needs of all children to ensure each child's safety and wellbeing.                                                                               | Met               |
| 2.3.2   | The service is working towards ensuring that every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury. This does not pose an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service. | Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.                                       | Effective steps are taken to identify and manage risks and the precautions taken to protect children from hazards and harm reflect best practice.                                                                                  | Met               |
| 2.3.3   | Plans are in place, practised and implemented to manage incidents and emergencies.                                                                                                                                                                                                                      | Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.       | Plans to effectively manage incidents and emergencies are developed and reviewed in consultation with relevant authorities. Strategies are regularly practised and implemented effectively.                                        | Met               |
| 2.3.4   | The approved provider has advised the nominated supervisor, educators and staff members who work with children of the existence of child protection law and any relevant obligations.                                                                                                                   | Educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect. | Educators, co-ordinators and staff members understand their roles and responsibilities in accordance with relevant child protection legislation and they actively raise family and community awareness of child protection issues. | Met               |

| Standard | National Law (s) and National Regulations (r)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.3      | s165 Offence to inadequately supervise children<br>s167 Offence relating to protection of children from harm and hazards<br>r82 Tobacco, drug and alcohol-free environment<br>r83 Staff members and family day care educators not to be affected by alcohol or drugs<br>r84 Awareness of child protection law<br>r85 Incident, injury, trauma and illness policies and procedures<br>r86 Notification to parents of incident, injury, trauma and illness<br>r87 Incident, injury, trauma and illness record<br>r97 Emergency and evacuation procedures<br>r98 Telephone or other communication equipment<br>r99 Children leaving the education and care service premises<br>r100 Risk assessment must be conducted before excursion<br>r101 Conduct of risk assessment for excursion<br>r102 Authorisation for excursions |

### Evidence

**Each child is protected.**

*The delegated person advised:*

- Daily inspections are carried out in regard to the safety of the site, before children arrive
- Child protection policy is discussed with new staff, included in their orientation and reviewed annually at the first staff meeting of the year. Policy document is on display in reception for easy access. Phone numbers are displayed on wall in reception.

*This is evident by:*

- Educators position themselves to adequately supervise children both indoors and outdoors. The service has an outdoor supervision plan and educators were observed following this plan. For example, educators engaging in experiences with children, are still aware of the other children in the room or outdoors and move from group to group as required
- The service has written procedures in relation to the collection of children from the service to ensure they are released only to authorised nominees. Records of children’s arrival, departure times and absences are verified and accurate
- Visitors are supervised and requested to sign in with attendance documented via an attendance record
- The service staffing roster is displayed and reflects educators who are available throughout the day
- Educators exchange information about supervision with colleagues to ensure that there are no areas being accessed by children that are unsupervised
- Daily checks of the indoor and outdoor environments are performed to identify and manage hazards and monitor maintenance. Hazard identification, risk assessment matrix and maintenance items forms are displayed in the kitchen area
- Children cannot access potentially hazardous items, equipment and substances with cupboards out of reach and or locked
- The service has Work, Health & Safety (WHS) guidelines displayed such as safe lifting practices and CPR charts
- Emergency numbers and contacts are available at each phone, emergency whistle and epipen are available in each play room and fire safety equipment is serviced regularly
- The service is ‘Sun Smart’ and the policy relating to sun safety is available for families. Sun safe guidelines recommended by the Cancer Council are demonstrated, for example, educators wear hats outdoors and remind children to put on their hats
- Fire evacuation plans and procedures, including lockdown and bushfire are on display across the service and risk assessments are available. These procedures are practised and documented a few times each term to ensure all children and educators participate. An evaluation is completed regarding the emergency procedures across the service
- The service has a child protection policy based on current child protection legislation and information displayed for families to view. The policy contains information about reporting requirements and outlines the responsibilities of staff as mandatory reporters
- Working with children checks are available for all staff and educators can describe their responsibilities as mandatory reporters and are aware of the ‘keep them safe’ website and resources

Minor adjustment was offered on the following:

- To ensure plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities as outlined in Element 2.3.3. These were amended after the visit and witnessed by the authorised officer.

Therefore this standard is rated as Meeting NQS.

**Quality Improvement Plan notes (optional)**

If significant improvement is required, record this in the summary section at the end of this form.

**2.3**

Each child is protected.

**Meeting NQS**

# Quality Area 3: Physical environment

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

| Element | Working Towards National Quality Standard (W)                                                                                                                                                                                                                                                                 | Meeting National Quality Standard (M)                                                                                                                                            | Exceeding National Quality Standard (E)                                                                                                                                                 | Met or Not met |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| 3.1.1   | The service is working towards ensuring outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose. This does not pose an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service. | Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.                                                             | All outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources provide a stimulating learning and care environment for children.                              | Met            |
| 3.1.2   | Premises, equipment and furniture are safe, clean and in good repair.                                                                                                                                                                                                                                         | Premises, furniture and equipment are safe, clean and well maintained.                                                                                                           | All premises, furniture and equipment are safe, clean and well maintained and enhance the learning environment for children.                                                            | Met            |
| 3.1.3   | Facilities are designed or adapted to allow access and participation by children.                                                                                                                                                                                                                             | Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space. | Facilities are designed or adapted to ensure active participation by every child in the service and promote flexible use and interaction between indoor and outdoor space at all times. | Met            |

| Standard | National Law (s) and National Regulations (r)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3.1      | <p>r103 Premises, furniture and equipment to be safe, clean and in good repair</p> <p>r104 Fencing</p> <p>r106 Laundry and hygiene facilities</p> <p>r107 Space requirements—indoor</p> <p>r108 Space requirements—outdoor space</p> <p>r109 Toilet and hygiene facilities</p> <p>r110 Ventilation and natural light</p> <p>r111 Administrative space</p> <p>r112 Nappy change facilities</p> <p>r114 Outdoor space—shade</p> <p>r115 Premises designed to facilitate supervision</p> <p>r116 Assessments of family day care residences and approved family day care venues</p> <p>r117 Glass (additional requirement for family day care)</p> <p><b>General transitional and saving provisions</b></p> <p>r248 Centre-based service offering a preschool program in a composite class in a school</p> <p>r249 Declared approved services (other than declared approved family day care services)</p> <p>r250 Declared approved family day care services</p> <p>r251 Declared out of scope services</p> |

## Evidence

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

*The delegated person advised:*

- The Farmhouse School building is designed in a u- shape to allow easiest access to the children, provide for adult space for resources and administration and allow for school and social events to occur with minimal disruption to classroom use
- The site allows toddlers to have their own space while still working on their movement and social skills and provide older children an opportunity to extend their skills in a larger environment

- The pre-primary classes extend to the back of the building and have a courtyard space between them. Children have the flexibility to move between the indoor and outdoor courtyard space during the main part of the session, interacting with the whole three to six year old group.
- The site and organisation of doors and space allows for school events such as social nights, fundraising events, information talks and workshops for the community to be held with easy access to facilities
- Materials purchased are child size and considered for suitability according to the developmental levels of the children
- The design of an activity must incorporate consideration of ability for child to work on independently, ease of access and risk assessment
- Activities are always complete and in good repair to ensure children are able to have full understanding of concepts or ability to develop skills to their own potential
- Checklist of areas of the site are completed daily and per term for cleanliness, safety and maintenance
- Annual checks are done on trees, water ,fire equipment and on power as required
- A large range of activities ensures the child is able to have a varied choice according to their interest and developmental levels
- The design of the materials and the activity process allows for multiple uses during the day.

*This is evident by:*

- There is a shared outdoor play area for the children, foyer areas, three playrooms and an outdoor classroom, designated room for staff breaks, equipment and resources, office space, storerooms, toileting facilities which include nappy change facilities, laundry and a kitchen
- The indoor and outdoor spaces include developmentally, age appropriate and sufficient resources for the number of children in attendance
- Equipment and furniture placement in all playrooms and outdoor classroom allows children and educators to move freely
- Each child has an individual allocated space for their belongings and child sized chairs and tables are available both indoors and outdoors
- In all playrooms and outdoor classroom children can choose from a range of resources, including Montessori based activities, drawing, block construction, puzzles, woodwork, science, dough, clay, and books
- The outdoor space includes, for example a sandpit, dry river creek bed with board walk and fixed wooden cubby. The open area has adequate shade provided by the tree canopies, includes fixed climbing equipment such as monkey bars, stepping stones, balls and net, enclosed fabric swing, wooden tree trunk pieces as climbing equipment, and tree branches for construction. Activities set up include easel painting, carpentry, cloth washing, treasure maps, care of the environment based activities, clay, blocks and nature work such as seed planting
- There is convenient access to appropriate toileting and hand washing facilities from the outdoor areas, including an outdoor sink and taps
- Indoor and outdoor spaces are maintained, and hazard and maintenance issues are recorded and addressed by the caretaker as part of the services WH&S policies
- Bathroom and areas used for meals are cleaned by educators during the day. Contract cleaners are contracted to clean the service daily and during school holidays the service provides the cleaners with a checklist of large cleaning jobs to be carried out
- Children have access to the outdoor play areas adjoining each room through double or sliding doors and for parts of the morning session the older children can choose to be in the indoor or outdoor spaces
- There are both active and quiet areas available for children to access outdoors, including in the outdoor classroom
- Indoor and outdoor spaces are organised so that children are not always dependent on adults to do things for them
- A range of resources and materials are arranged on open-shelving and all rooms and outdoor classroom are set up into designated learning areas supporting individuals and small groups of children to work together on their own interests
- Equipment is adapted for use in both the indoor and outdoor environments, for example, dough, construction, drawing, writing and painting.

Therefore this standard is rated as Meeting NQS.



| <b>Quality Improvement Plan notes (optional)</b>                                                                                                                                                                                                                   |                                                                                        |                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|--------------------|
| The service is encouraged to continue to follow through with their goals and strategies outlined in their QIP to 'provide robust and suitable ground surfaces for the children's outdoor activities and cover over the front playground outside the toddler room'. |                                                                                        |                    |
| If significant improvement is required, record this in the summary section at the end of this form.                                                                                                                                                                |                                                                                        |                    |
| <b>3.1</b>                                                                                                                                                                                                                                                         | The design and location of the premises is appropriate for the operation of a service. | <b>Meeting NQS</b> |

## Quality Area 3: Physical environment

| Standard 3.2 The environment is inclusive, promotes competence, independent exploration and learning through play. |                                                                                                                     |                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                             |                |
|--------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Element                                                                                                            | Working Towards National Quality Standard (W)                                                                       | Meeting National Quality Standard (M)                                                                                                                                           | Exceeding National Quality Standard (E)                                                                                                                                                                                                                                                     | Met or Not met |
| 3.2.1                                                                                                              | The configuration of outdoor and indoor spaces provides children with some opportunities to engage in activities.   | Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.                                       | Outdoor and indoor spaces are designed and effectively organised to engage every child in quality experiences involving the built and natural environments. The spaces provide the flexibility to respond to children's individual needs, development, self-initiated play and exploration. | Met            |
| 3.2.2                                                                                                              | Resources, materials and equipment are developmentally appropriate, sufficient in number and available to children. | Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the program and allow for multiple uses. | Resources, materials and equipment are sufficient in number, organised in ways that extend every child's participation in the program and are consistently used in numerous ways.                                                                                                           | Met            |
| Standard                                                                                                           | National Law (s) and National Regulations (r)                                                                       |                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                             |                |
| 3.2                                                                                                                | r105 Furniture, materials and equipment<br>r113 Outdoor space—natural environment                                   |                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                             |                |

| Evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>The environment is inclusive, promotes competence, independent exploration and learning through play.</b></p> <p><i>The delegated person advised:</i></p> <ul style="list-style-type: none"> <li>• Each classroom is designed to provide a learning environment over a period of one year for the toddlers and three years for the pre-primary children. There are consistent areas that allow a security of familiarity for the children as well as opportunities for change that reflect the children's changing interest and needs</li> <li>• The outdoor environment provides a very large space with opportunities for climbing, construction, ball games, social interaction, quiet areas, group games and individual places. It has a number of trees that provide changing shade requirement and an ability to watch the impact of the seasons</li> <li>• Our vegetable garden provides paths to walk through, an ability to harvest fruit and vegetables in season and to prepare for snack and cooking</li> <li>• The bush tucker garden, created last year with the participation of children, parents and staff, continues to be nurtured and has been the springboard for the development of the service indigenous program</li> <li>• The dry riverbed with boardwalk cover through a rainforest plant area enables children to be actively involved in large motor skill development as well as variety of plant eco systems</li> <li>• Outdoor materials include blocks, construction, maps, desk, drawing, natural materials collage and painting easel with flower painting provocation.</li> </ul> <p><i>This is evident by:</i></p> <ul style="list-style-type: none"> <li>• The indoor and outdoor classroom spaces are welcoming with artwork displayed at children's and adults eye level</li> <li>• Designated learning areas have clear pathways and the arrangement of equipment and materials encourages children to initiate their own play and projects. For example, resources are well organised and labelled</li> <li>• The environment is ordered and predictable yet provides flexibility for children's individual needs, development, self-initiated play and exploration</li> <li>• Children have access to core curriculum areas including Montessori practical life activities, drawing, writing,</li> </ul> |

construction, puzzles, painting and dough

- There are opportunities for children to engage with the natural environment, for example rocks, moss growing on stones, shells, seed pods, wood pieces, sticks, branches, leaves, flowers, plants, seedlings growing in a greenhouse, fish, bees, birds, chickens and worm farm
- The outdoor natural area includes a sandpit area, gardens, plants, shrubs, trees, wooden trunks and branches. The indoor area includes, wooden materials, furniture, plants, flowers and cane baskets
- Educators provide resources, materials and equipment in the indoor and outdoor environment that children can explore and use freely in their play, for example drawing/writing, books, construction materials, and practical life resources
- Sufficient resources ensure that children do not have to wait for long periods to participate in experiences
- Resources and equipment are inclusive and reflect the lives of the children in the service, their families and the diversity of the broader community. Pictures of people in traditional dress, including those of the families at the service and images of contemporary Australians are in documented projects and books and displayed around the service.

*In addition, it is further evident that educators use a range of strategies to support learning, including the design of learning environments by:*

- The physical environment is thoughtfully presented and allows children opportunities to discover and experiment. For example by having opportunities to access an extensive children’s resource library and the use of real materials such as a saw, hammer, nails and vice in carpentry
- Spaces provide flexibility to respond to children’s interests and are supplemented with resources that have a purpose. For example, following children’s interest in the natural environment, flowers and treasure maps were used as provocations during creative arts experiences, including drawing and painting
- The service has an ‘indigenous program’ to share and exchange culturally respectful and authentic information to ensure the service is representative of the needs of the Aboriginal community. Aboriginal culture is respectfully embedded within play materials, furnishings and through Indigenous heritage displays and projects within the service. The service has a statement in acknowledgement of traditional indigenous land owners and these acknowledgements are conducted by the children prior to group times.

Therefore this standard is rated as Exceeding NQS.

**Quality Improvement Plan notes (optional)**

If significant improvement is required, record this in the summary section at the end of this form.

|            |                                                                                                       |                      |
|------------|-------------------------------------------------------------------------------------------------------|----------------------|
| <b>3.2</b> | The environment is inclusive, promotes competence, independent exploration and learning through play. | <b>Exceeding NQS</b> |
|------------|-------------------------------------------------------------------------------------------------------|----------------------|

## Quality Area 3: Physical environment

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

| Element | Working Towards National Quality Standard (W)                                | Meeting National Quality Standard (M)                                                              | Exceeding National Quality Standard (E)                                                                                                                         | Met or Not met |
|---------|------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| 3.3.1   | Some consideration is given to sustainable practices in service operations.  | Sustainable practices are embedded in service operations.                                          | Sustainable practices are embedded in service operations and consistently promoted in the everyday program.                                                     | Met            |
| 3.3.2   | Some information is provided to children about environmental responsibility. | Children are supported to become environmentally responsible and show respect for the environment. | Children are actively involved in being environmentally responsible and supported to continue this involvement within the program and in the broader community. | Met            |

| Standard | National Law (s) and National Regulations (r) |
|----------|-----------------------------------------------|
| 3.3      | N/A                                           |

### Evidence

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

*The delegated person advised:*

- The service provides an environment that encourages the child's awareness of their importance in caring for each other, their role in caring for the earth and its inhabitants
- The school has an outdoor class designed to allow the children free flow between the indoors and outdoors during most of the session. This environment incorporates care of gardens, pets, wildlife as well as art and craft activities and opportunities to take work from indoor to out
- The school promotes recycling through the day by use of allocating food scraps for chickens, worm farm and composting with separate bins throughout the school for plastic, paper and organic waste, recycling station in the reception area for community disposal of batteries, mobile phones and ink cartridges- utilised not only by the farmhouse community but also the local neighbourhood, newspaper for use in compost, bird liners, disposal of waste and conversion into art , craft and garden materials and use of one activity to feed into another e.g. waste from paper cutting activity is used for hole punching activity which then goes into the threading activity
- The service use of solar panels for harvesting, use of solar energy and discussions with children and consideration of power usage during the day such as turning off lights when going outside
- Use of water tank for gardening purposes leads to discussions with children on minimising water usage through the way hand washing is conducted and when performing water activities
- The care of the service chickens and harvesting of eggs creates conversation on recycling food waste and sustainable practices
- The vegetable and bush tucker gardens are maintained through our composting system and allows for possibility to discuss organic methods of growing plants
- The dry river bed was constructed as a storm water filtration for the stormwater drain in our playground
- Encouragement of “nude” food for lunches with minimal waste
- The service make use of unwanted furniture with an awareness by families and neighbours of our willingness to make an effort to reuse their unwanted pieces
- The service participate in the annual Manly Council Ocean Day as part of our support for caring for the Ocean
- The service host an annual ECO Day fair supporting companies who promote sustainable practices and care of the environment as well as providing activities for children that encourage them to look at natural in a more creative and engaging way.

*This is evident by:*

- The service has an environmental sustainability policy which guides sustainable practices across the service and participates in the annual Manly Council Ocean Day as part of their support for caring for the ocean
- This policy has also been created in consultation with children and families and is implemented in the everyday curriculum. For example families have contributed to the establishment and maintenance of the service's bush, vegetable/herb and plant gardens, bees and chickens
- Recycling bins for waste, plastic, paper and compost are available across the service
- A list of what and how to recycle is displayed across the service
- The service promotes and encourages families to provide 'nude food' with limited packaging waste
- The use of the compost bin and worm farm is embedded in service operations. For example food and green waste is placed daily in these areas
- Rain water tanks have been fitted to recycle water that is used to water the gardens and solar panels to generate and conserve energy. Discussions with children occur about water and energy conservation
- The service has changed all their lights to LED to be more energy efficient. Lights are turned off through the day when the room is not in use. For example, a child was observed turning off the lights prior to going outdoors and another child was observed turning off a dripping tap in the bathroom
- Families donate recyclable materials that can be used at the service and for craft activities, such as furniture, clean paper and cardboard products
- Many resources are made from natural materials and are stored in baskets of various sizes made from natural materials
- An environmental care program has been developed and is consistently promoted in the everyday curriculum with children and families, for example watering and maintaining the vegetable, herb and bush tucker gardens, composting and feeding the worms and bringing in food scraps from home to feed the chickens
- Working bees are attended by families to ensure gardens and sustainable practices are maintained and are effective
- The service has a large vegetable/herb and bush tucker gardens. The service uses the herbs, vegetables, eggs and bush tucker for children's meals as part of the menu, for cooking related experiences with the children and for children to sell their produce at the services annual eco day
- Educators support children to appreciate and care for the natural environment through recent seed plantings, the care and maintenance of the vegetable, herb bush tucker gardens and the opportunity daily to compost, feed the worms and chickens and water the garden with watering cans that are available
- Children are observed placing their food scraps and packaging during meal times in the designated bins
- Children are provided with extensions on their environmental interests, for example newspaper is used in many ways for art and craft and a paper cutting/hole punching experience links to a threading activity
- Across the service projects are documented to show how children are caring for their environment and in particular the development and maintenance of the service's green spaces

*In addition, it is further evident that the service promotes sustainable practices in the immediate service environment and beyond, and foster in children respect and care for the environment:*

- The service host an annual ECO Day fair supporting companies who promote sustainable practices and care of the environment as well as providing activities for children that encourage them to look at nature in a more creative and engaging way. This is usually attended by over 400 people from the local community and other parts of Sydney
- The service is a member of the ECO Preschool community and are a Zoo Parent to bilbies with these certificates displayed
- The service consistently promotes sustainability ideas through disseminating information and informing families about community events that support sustainability. For example, national tree and ocean day are celebrated and are part of the service's regular planned experiences that actively involve children and their families
- The service has a dry creek river bed that was constructed as a storm water filtration for the stormwater drain in the playground which children and families must regularly upkeep and reset. This provides an opportunity for educators to talk about caring for the environment and in particular the ocean nearby
- The service reuse unwanted furniture donated by families and neighbours
- The service has recycling stations in the reception area available for the service community and local neighbourhood to dispose of batteries, mobile phones and ink cartridges.

Therefore this standard is rated as Exceeding NQS.

**Quality Improvement Plan notes (optional)**

If significant improvement is required, record this in the summary section at the end of this form.

|            |                                                                                                         |                      |
|------------|---------------------------------------------------------------------------------------------------------|----------------------|
| <b>3.3</b> | The service takes an active role in caring for its environment and contributes to a sustainable future. | <b>Exceeding NQS</b> |
|------------|---------------------------------------------------------------------------------------------------------|----------------------|

# Quality Area 4: Staffing arrangements

| Standard 4.1 Staffing arrangements enhance children’s learning and development and ensure their safety and wellbeing.                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                      |                                                                                                                                                                                                  |                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Element                                                                                                                                                                                                                                                                                                             | Working Towards National Quality Standard (W)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Meeting National Quality Standard (M)                                                | Exceeding National Quality Standard (E)                                                                                                                                                          | Met or Not met |
| 4.1.1                                                                                                                                                                                                                                                                                                               | The service is working towards ensuring educator-to-child ratios and qualification requirements are maintained at all times. This does not pose an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Educator-to-child ratios and qualification requirements are maintained at all times. | Educator-to-child ratios and qualification requirements are maintained at all times, and the organisation of educators contributes to a high quality learning and care environment for children. | Met            |
| Standard                                                                                                                                                                                                                                                                                                            | National Law (s) and National Regulations (r)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                      |                                                                                                                                                                                                  |                |
| 4.1                                                                                                                                                                                                                                                                                                                 | <p>s161 Offence to operate education and care service without nominated supervisor<br/> s162 Offence to operate education and care service unless responsible person is present<br/> s163 Offence relating to appointment or engagement of family day care co-ordinators<br/> s164 Offence relating to assistance to family day care educators<br/> s169 Offence relating to staffing arrangements<br/> r119 Family day care educator and family day care educator assistant to be at least 18 years old<br/> r120 Educators who are under 18 to be supervised<br/> r122 Educators must be working directly with children to be included in ratios<br/> r123 Educator to child ratios – centre-based services<br/> r124 Number of children who can be educated and cared for – family day care educator<br/> r126 Centre-based services – general educator qualifications<br/> r127 Family day care educator qualifications<br/> r128 Family day care co-ordinator qualifications<br/> r130 Requirement for early childhood teacher – centre-based services – fewer than 25 approved places<br/> r131 Requirement for early childhood teacher – centre-based services – 25 or more approved places but fewer than 25 children<br/> r132 Requirement for early childhood teacher – centre-based services – 25 to 59 children<br/> r133 Requirement for early childhood teacher – centre-based services – 60 to 80 children<br/> r134 Requirement for early childhood teacher – centre-based services – more than 80 children<br/> r136 First aid qualifications<br/> r144 Family day care educator assistant<br/> r145 Staff record<br/> r146 Nominated supervisor<br/> r147 Staff members<br/> r149 Volunteers and students<br/> r150 Responsible person<br/> r151 Record of educators working directly with children<br/> r152 Record of access to early childhood teachers<br/> r153 Register of family day care educators<br/> r154 Record of staff, family day care co-ordinators and family day care educator assistants</p> <p><b>General transitional and saving provisions</b><br/> r239 Centre-based service offering a preschool program in a composite class in a school<br/> r240 Qualifications for educators - centre-based service<br/> r241 Persons taken to hold an approved early childhood teaching qualification<br/> r242 Persons taken to be early childhood teachers<br/> r243 Persons taken to hold an approved diploma level education and care qualification<br/> r244 Persons taken to hold an approved certificate III level education and care qualification<br/> r245 Person taken to hold approved first aid qualification<br/> r246 Anaphylaxis training<br/> r247 Asthma management training</p> |                                                                                      |                                                                                                                                                                                                  |                |
| Evidence                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                      |                                                                                                                                                                                                  |                |
| <p><b>Staffing arrangements enhance children’s learning and development and ensure their safety and wellbeing.</b></p> <p><i>The delegated person advised:</i></p> <ul style="list-style-type: none"> <li>Staff ratios are maintained at all times or are above requirements during the whole of the day</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                      |                                                                                                                                                                                                  |                |

- The service has a committed group of people who aim to ensure they are providing the best environment for the children. They are interested in ongoing education and are willing to research and attend information in their own time
- All the staff have recently obtained an education and care qualification or are studying to upgrade their qualifications
- All staff are involved with the school in, in-service training, with staff days at the beginning of the term and staff meetings of two hours held fortnightly after children have left. This time is spent in developing knowledge on Montessori early childhood development, regulatory matters and procedural information and development of the school.

*This is evident by:*

- Some educators are currently undergoing study for their certificate III, diploma and early childhood teacher qualification with some already holding this qualification. Educators have diploma and early childhood teacher qualifications and several educators have a Montessori diploma
- Most educators have first aid qualifications, and all have anaphylaxis and asthma management training
- Educator photos and qualifications are displayed for families to view
- Educators from each room have access to non-contact time to undertake tasks such as programming
- The staffing roster on the first day consisted of six educators in the indoor classrooms and two educators in the outdoor classroom, a nominated supervisor and administration officer who were assisting educators with forty eight children, two to six years of age across the service
- Rosters are arranged to ensure that above educator to child ratios are maintained at all times to ensure continuity of care and to ensure familiar educators are in attendance across the day. Rosters are displayed for families to view and any staff absences or movements within the service are communicated to families
- A staff attendance record is maintained, which details when educators are working directly with children. All required staff records are available at the service, including qualifications and responsible person record.

*In addition, it is further evident that staffing arrangements support and enhance children's learning and development by:*

- Non-contact time is provided for programming, meeting with each other, families, networking with other organisations and meeting with inclusion support professionals which contributes to the high quality care and attention given to children and their families
- The organisation of educators contributes to a high quality learning and care environment for children as educators are supported with non-teaching time to review observations and reflect daily on the work of children in order to prepare a curriculum based on their interests and needs
- Educators are supported through regular room and team meetings to reflect on the curriculum and children's learning.

Therefore this standard is rated as Exceeding NQS.

| Quality Improvement Plan notes (optional)                                                           |                                                                                                          |                      |
|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|----------------------|
|                                                                                                     |                                                                                                          |                      |
| If significant improvement is required, record this in the summary section at the end of this form. |                                                                                                          |                      |
| <b>4.1</b>                                                                                          | Staffing arrangements enhance children's learning and development and ensure their safety and wellbeing. | <b>Exceeding NQS</b> |

## Quality Area 4: Staffing arrangements

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

| Element | Working Towards National Quality Standard (W)                         | Meeting National Quality Standard (M)                                                                                                                                                            | Exceeding National Quality Standard (E)                                                                                                                                                                    | Met or Not met |
|---------|-----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| 4.2.1   | Professional standards are sometimes evident.                         | Professional standards guide practice, interactions and relationships.                                                                                                                           | Professional standards are embedded in practice, interactions and relationships and this promotes positive relationships, and a safe and predictable environment both for children and adults.             | Met            |
| 4.2.2   | Educators and staff generally work collaboratively.                   | Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships. | Educators and staff consistently demonstrate a high level of collaboration. They affirm, challenge, support and learn from each other to continually improve skills to enhance practice and relationships. | Met            |
| 4.2.3   | Interactions convey recognition of each other's strengths and skills. | Interactions convey mutual respect, equity and recognition of each other's strengths and skills.                                                                                                 | Interactions consistently demonstrate mutual respect, equity and recognition of each other's strengths and skills, promoting a positive atmosphere within the service.                                     | Met            |

| Standard | National Law (s) and National Regulations (r) |
|----------|-----------------------------------------------|
| 4.2      | N/A                                           |

| Evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Educators, co-ordinators and staff members are respectful and ethical.</b></p> <p><i>The delegated person advised:</i></p> <ul style="list-style-type: none"> <li>• Educators attend network meetings with other Montessori teachers each term, network meetings with other early childhood practitioners such as the Willoughby Network Group, refresher courses in Montessori annually and information workshops, seminars or conferences through membership organisations locally, nationally and internationally</li> <li>• Educators visit other schools and centres to gain insight and ideas from colleagues and mentors are brought into the service to provide information and support to staff on different areas</li> <li>• Membership of ECA, Community Childcare Co-op, International Montessori Council, Educational Exchange and NSW preschool campaign yahoo group provide ongoing information for staff and parents on Montessori, early childhood development and family relationships</li> <li>• Memberships of chat groups and newsletters from Manly council, Pittwater council, Warringah environment and education groups are emailed to staff</li> <li>• The staff library is maintained and continues to grow with magazines and information for staff to access on an ongoing basis</li> <li>• Interactions are in keeping with Montessori philosophy and supported by mentors from within and outside the service, discussions at staff meetings and professional development.</li> <li>• The staff handbook provides a code of conduct and information on the school and its procedures</li> <li>• Policy documents are available in the reception area for staff to access at any time</li> <li>• The service supports diversity in the employment of staff and value what they bring to the service.</li> </ul> <p><i>This is evident by:</i></p> |

- As part of their orientation, educators are provided with information about the service philosophy, policies and procedures, the Early Childhood Australia Code of Ethics and National Quality Framework (NQF), including the EYLF
- Educators also have access to the Education and Care Services National Law and the Education and Care Services National Regulations
- Professional development opportunities are offered to educators and daily discussions and fortnightly team meetings are scheduled at the service
- Educators who attend professional development activities are invited to share what they have learnt with their colleagues during staff meetings
- Interactions and relationships reflect the Early Childhood Australia (ECA) Code of Ethics and the services philosophy
- Educators demonstrate care, empathy and respect for children, colleagues and families
- Educators communicate with each other in regards to their movements, room routine, child wellbeing and greet each other on arrival and at departure times
- Tasks and responsibilities are shared, for example, educators are observed assisting each other during routine times and play experiences
- Educators have access to a communication book and reflective diary. A staff notice board, reminders for staff, events calendar, and staff roster are displayed for educators
- The service is a member of ECA, Community Child Care Cooperative (CCCC), International Montessori Council, Educational Exchange, NSW Preschool Campaign and subscribes to their publications which are available to educators
- Educators appreciate each other's skills; seek advice and assistance regarding their practice and service procedures from one another and the nominated supervisor. For example, the administration officer assists a parent with computer knowledge and application
- Educators discuss, challenge and 'unpack' their practices and environments to ensure they are providing an optimal service to children and families, for example through daily discussions, staff meetings, and the QIP progress notes
- Regular room, nominated supervisor, educational leader and staff meetings are held for educators to exchange ideas and information
- Meetings are documented and used to support the review of the Quality Improvement Plan (QIP)
- Educators communicate with each other in regards to their movements, room routine and child wellbeing and greet each other at arrival and departure times
- Tasks and responsibilities are shared, for example during routine times and play experiences
- Educators who attend professional development activities are invited to share what they have learnt with their colleagues
- Educators demonstrate positive working relationships through warm, respectful and professional interactions and there is an atmosphere of openness in the service. For example, 'what motivates you?' is displayed in the staff room with opportunities for each staff member to document their responses
- Each room, including the outdoor classroom has a positive, cohesive and welcoming atmosphere

*In addition, it is further evident that the service ensures relationships are maintained based on mutual respect, equity and fairness by:*

- Professional standards are embedded in relationships, reflected in relaxed, reciprocal discussions with families during arrival and departure times
- Educators have access to ongoing professional development to enhance their teaching, for example the service funds the nominated supervisor to attend the world forum
- Educators have access to a well-resourced reference library and online networks to support professional development and to enrich the teaching environment
- The service has recognised educators who are passionate about their work who have been part of the services community for many years. Educators are acknowledged for their skills and talents in the EYLF, music and creative arts
- Teamwork and professional discussions are highly regarded in the team with availability of time to discuss their practices at meetings and non-contact time.

Therefore this standard is rated as Exceeding NQS.

**Quality Improvement Plan notes (optional)**

If significant improvement is required, record this in the summary section at the end of this form.

|            |                                                                        |                      |
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| <b>4.2</b> | Educators, co-ordinators and staff members are respectful and ethical. | <b>Exceeding NQS</b> |
|------------|------------------------------------------------------------------------|----------------------|

# Quality Area 5: Relationships with children

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

| Element | Working Towards National Quality Standard (W)                                                     | Meeting National Quality Standard (M)                                                                                                       | Exceeding National Quality Standard (E)                                                                                                                                      | Met or Not met |
|---------|---------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| 5.1.1   | Interactions with children are usually warm, respectful and sometimes responsive and build trust. | Interactions with each child are warm, responsive and build trusting relationships.                                                         | Interactions with each child are consistently warm, responsive and build trusting relationships that promote children’s sense of security and belonging.                     | Met            |
| 5.1.2   | Children are usually able to engage with educators in meaningful and open interactions.           | Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning. | Every child is consistently encouraged and supported to engage with educators in meaningful, open interactions that enhance the acquisition of skills for life and learning. | Met            |
| 5.1.3   | Children are usually helped to feel secure, confident and included.                               | Each child is supported to feel secure, confident and included.                                                                             | Each child is consistently included and involved in the program and displays confidence and security.                                                                        | Met            |

| Standard | National Law (s) and National Regulations (r) |
|----------|-----------------------------------------------|
| 5.1      | N/A                                           |

**Evidence**

**Respectful and equitable relationships are developed and maintained with each child.**

*The delegated person advised:*

- During the morning three hour session, educators provide each child time to be heard, to work individually or with a small group of children without interruption
- Staff have an awareness of the value of giving time to children according to their needs promoting an atmosphere that allows for concentration and focus
- The Montessori program encourages children who are capable to work independently and staff only provide support as needed and permitted by the child
- The independence fostered through the Montessori program allow staff time to interact with individual children according to their needs
- Staff appreciate the need to interact with children in a respectful and considerate way, to be thoughtful of the needs of the child, respect the child’s space and interest, that child has the right to choose assistance or not, has the right to work on their own and have all that is needed to do the activity successfully.

*This is evident by:*

- The service philosophy reflects educators creating and providing positive interactions with children
- Educators greet children by name on arrival, and show genuine interest in children and their family members
- Educators invite children to participate and engage in activities and or group experiences
- Documentation and displays across the service demonstrate how children have developed a sense of belonging, being and becoming through activities and projects
- The atmosphere throughout the day is relaxed and calm
- Children engage in spontaneous, two-way conversations and interactions with educators about what is happening around them, for example, as a child is washing his hands, an educator gets down to his level, looking at the bubbles in the sink and discusses how bubbles go down the drain. Another educator asks a child at arrival time “what did you bring?”
- Educators are aware of the child’s life outside of the service, for example, as children arrive in the classroom, an educator asks them about their home experiences, another educator asks a child “are you going to Washington?” after the child shows her a map

- Educators use open ended questions to extend conversations initiated by children such as “What do you want to do, do you want to get the play dough tray out, can you count them, see if we can count them, they look all the same?”
- Educators promote good manners, for example please and thank you. They praise children for their efforts during routine and activity times
- Educators encourage children to share their stories throughout the day, including group times, for example an educator supports children who want to take on leadership roles to take turns leading the group
- The environment reflects the lives of children, their families and the local community with cultural artefacts and family references
- Educators support children to settle in the service each day, for example children’s interests are catered for through activities that are set up. Educators communicated that activities and experiences are initiated by children’s interest and or needs
- Educators collaborate with children regarding routine times, such as indoor/outdoor play and or when changes are made to the environment
- Small and larger group sizes and effective staffing arrangements ensure that each child is included and involved in the program
- Educators are attuned to varying abilities and confidence of all children and develop individualised strategies to build each child’s confidence and security, for example individualised goals for each child and how CALD children are communicated with
- The service has professional discussions about how they can support their interactions with children to be meaningful and constant.

Therefore this standard is rated as Meeting NQS.

**Quality Improvement Plan notes (optional)**

If significant improvement is required, record this in the summary section at the end of this form.

|            |                                                                                      |                    |
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| <b>5.1</b> | Respectful and equitable relationships are developed and maintained with each child. | <b>Meeting NQS</b> |
|------------|--------------------------------------------------------------------------------------|--------------------|

## Quality Area 5: Relationships with children

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

| Element | Working Towards<br>National Quality Standard (W)                                                                                                                                                                                                            | Meeting<br>National Quality Standard (M)                                                                                                                  | Exceeding<br>National Quality Standard (E)                                                                                                                                            | Met or<br>Not met |
|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| 5.2.1   | Children are supported to work with others.                                                                                                                                                                                                                 | Each child is supported to work with, learn from and help others through collaborative learning opportunities.                                            | Collaborative learning opportunities are effectively facilitated and every child is consistently supported to work with, learn from and help others.*                                 | Met               |
| 5.2.2   | Children are usually supported to manage their own behaviour and respond to others.                                                                                                                                                                         | Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts. | Each child is consistently encouraged and supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts. | Met               |
| 5.2.3   | The service is working towards ensuring the dignity and rights of every child are maintained at all times. This does not pose an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service. | The dignity and rights of every child are maintained at all times.                                                                                        | The dignity and rights of every child are consistently supported and promoted at all times.                                                                                           | Met               |

| Standard | National Law (s) and National Regulations (r)                                                                   |
|----------|-----------------------------------------------------------------------------------------------------------------|
| 5.2      | s166 Offence to use inappropriate discipline<br>r155 Interactions with children<br>r156 Relationships in groups |

| Evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.</b></p> <p><i>The delegated person advised:</i></p> <ul style="list-style-type: none"> <li>• Activities provided for the children foster self-discipline and opportunities for reflection and exploration, creating an environment for engagement</li> <li>• Grace and courtesy lessons assist the child to understand community values and conventions and to be able to interact with others in a peaceful and positive manner</li> <li>• Opportunities are provided for children to work through conflicts and difficult situations independently and with their peers through the Talking Circle and the Peace Rose. This allows for collaboration, support and active listening for a positive resolution and development of skills in articulating concerns and needs.</li> </ul> <p><i>This is evident by:</i></p> <ul style="list-style-type: none"> <li>• The children in the Coinda, Burbangana and Elouera rooms are grouped separately during indoor play and at times during the morning session the older children have open access to the outdoor classroom and playground which encourages children of these ages to play together</li> <li>• Children participate in play experiences as part of small or large groups, for example during mat, table activities and group times</li> <li>• Documented projects reflect children working collaboratively together and individual ideas are acknowledged, for example through sustainability and cultural experiences</li> <li>• Educators support children to work collaboratively together, for example by encouraging two children to assist with</li> </ul> |

carrying the water bottles outdoors, to sit with each other to read a book, how they will work together at the block area, dramatic play and build a place for their dinosaurs. Further, an educator encourages a child to include others by inquiring “what game can you play that can include the other people?” the child responds by offering suggestions

- Grouping arrangements promote positive relationships between children, for example at meal times children can sit with their friends
- Children are supported to engage in co-operative, helping behaviour such as tidying up
- Interactions and conversations with children are positive and appropriate. Educators get down at children’s level, use positive language, gestures, facial expressions and tone of voice in their interactions with children
- When required, educators respond promptly and positively towards children guiding them through conflict with appropriate language, redirection and tone. Children are encouraged to use the peace rose or circle time to listen to each other and offer solutions to resolve conflict
- Educators involve children in decision making about what they would like to do and participate in
- There are sufficient materials and resources for all children to minimise conflict and disputes
- The service displays the ECA Code of Ethics and this is provided to educators at the time of their orientation to sign that they have read the document.

Therefore this standard is rated as Meeting NQS.

**Quality Improvement Plan notes (optional)**

If significant improvement is required, record this in the summary section at the end of this form.

|            |                                                                                                                      |                    |
|------------|----------------------------------------------------------------------------------------------------------------------|--------------------|
| <b>5.2</b> | Each child is supported to build and maintain sensitive and responsive relationships with other children and adults. | <b>Meeting NQS</b> |
|------------|----------------------------------------------------------------------------------------------------------------------|--------------------|

# Quality Area 6: Collaborative partnerships with families and communities

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

| Element | Working Towards National Quality Standard (W)                         | Meeting National Quality Standard (M)                                                          | Exceeding National Quality Standard (E)                                                                                                                         | Met or Not met |
|---------|-----------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| 6.1.1   | An enrolment and orientation process is available to families.        | There is an effective enrolment and orientation process for families.                          | There is an effective enrolment and orientation process based on active communication, consultation and collaboration with families that supports all families. | Met            |
| 6.1.2   | Families have some opportunities to be involved in service decisions. | Families have opportunities to be involved in the service and contribute to service decisions. | Families are offered a range of opportunities to be actively involved and are encouraged to significantly contribute to service decisions.                      | Met            |
| 6.1.3   | Some information about the service is available.                      | Current information about the service is available to families.                                | Comprehensive and current information about the service is provided to families in an accessible format.                                                        | Met            |

| Standard | National Law (s) and National Regulations (r) |
|----------|-----------------------------------------------|
| 6.1      | r157 Access for parents                       |

## Evidence

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

*The delegated person advised:*

- Once families put their child’s name on the waiting list they have access to the school’s parent library, invitations are sent for information evenings and events at the school which assists families to feel very much a part of the community by the time their child is enrolled at the school
- Families receive a parent handbook and are invited to attend an orientation night that shares information about the Montessori philosophy and program and procedures of the school
- An individual orientation afternoon for each child is held the day before the child starts
- The first day of attendance, the child only stays for two hours and then time frames for the future are determined according to the needs of the child and the family
- New children are enrolled on staggered days to allow the staff to get to know each child
- Family participation occurs through a number of ways including involvement on the School Board and committees, Class parent liaison to connect with families in their class, a high participation of families in working bees and maintenance program and events including the annual auction night
- Newsletters are provided each week on school events, updates, classroom activities, health and safety and child development information
- Notice and white boards are available to communicate happenings of the day or week and what events are available at the service or in the community
- The service provides opportunities for daily discussions with families.

*This is evident by:*

- The service is in communication with families as soon as their details are placed on the wait list. The wait list form is also available on the service website
- The service provides families with the family handbook which is also available on the service website and an orientation information evening to discuss the Montessori philosophy, program and service procedures
- At the beginning of the year, families are invited to visit the service without their child to observe and get to know the child’s educators and classroom

- An individual orientation afternoon for the child and family is held the day before the child starts to assist with transitioning into the school as well as obtaining enrolment information
- Families have an opportunity to offer feedback through surveys and daily discussions with educators
- During term four, families are invited to attend a parent teacher conference or at another time on request
- Families are also invited to contribute ideas and suggestions to the program through daily conversations with staff and by sharing any special talents
- Families contribute to the review of the service philosophy, policies and procedures
- Families have the opportunity to be involved in the service as part of the Board of Management, committees, class parent, working bees and they can join their child in the classroom
- Families are invited to participate in information evenings held once a term or special events at the service, for example the service auction night held annually as a major fundraiser, camping weekends at the service, Peace day with the raising of the flag, social events organised by class parents such as cinema and disco nights
- The service provides a parent library where families can borrow, flyers and factsheets are also available through notice boards in the foyer and whiteboards outside each classroom for a daily note
- Newsletters are available every two weeks for families with information provided that reflects each classroom and updates about the service.

*In addition, it is further evident that partnerships with families is based on effective communication by:*

- Families placed on the wait list have access to the service parent library, newsletters and invitations are sent for information evenings and events at the service
- Families are provided with the opportunity for the nominated supervisor to attend their homes to become familiar with the child and their family
- Before children begin at the school the child is introduced the afternoon before with an orientation with the teacher. This allows an opportunity to be in the classroom without the impact of the other children to understand routines, see where things are, be introduced to some of the activities and develop a sense of familiarity with a teacher who can be totally focused on the child
- The first day of attendance, the child only stays for two hours and then time frames for the future are determined according to the needs of the child and in collaboration with the family
- New children are enrolled on staggered days to allow educators to get to know each child and settle them in before another child commences, providing for a smoother transition from home
- Educators provide new families with feedback about their child's settling into the service through daily feedback, contacting them on the child's first day and follow up either in person or a phone call
- During term three, two families at a time come into the classroom to conduct observations on their child
- At the end of the year, families are invited to attend the service as part of the open classroom to work with their four to five year old child. The children are the teachers and show a 'lesson' to their family and work with them
- Families have the opportunity to be involved in the service as part of the end of year concert, where families perform for other families and children
- The service uses email to communicate with families that do not regularly attend the service. For example the service newsletter is sent online.

Therefore this standard is rated as Exceeding NQS.

**Quality Improvement Plan notes (optional)**

The service is encouraged to continue to follow through with their goals and strategies outlined in their QIP 'to improve communication with families on school activities and ideas'.

If significant improvement is required, record this in the summary section at the end of this form.

6.1

Respectful supportive relationships with families are developed and maintained.

**Exceeding NQS**

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

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

| Element | Working Towards National Quality Standard (W)                       | Meeting National Quality Standard (M)                                                                                          | Exceeding National Quality Standard (E)                                                                                                                                                             | Met or Not met |
|---------|---------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| 6.2.1   | The expertise of families is acknowledged.                          | The expertise of families is recognised and they share in decision-making about their child's learning and wellbeing.          | The expertise of families is actively sought and valued and they have the opportunity to share in decision-making about their child's learning and wellbeing and contribute to the service program. | Met            |
| 6.2.2   | Some information about community services is available to families. | Current information is available to families about community services and resources to support parenting and family wellbeing. | Current information about community services and resources is provided in a variety of accessible forms to all families to support parenting and family wellbeing.                                  | Met            |

| Standard | National Law (s) and National Regulations (r) |
|----------|-----------------------------------------------|
| 6.2      | N/A                                           |

### Evidence

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

*The delegated person advised:*

- The service supports families with religious views and children with challenges. Discussions occur about how to best support children in various ways
- A past parent is responsible for the services website maintenance and another past parent is in charge of applying for service grants
- Past and current families assist the service by offering their skills and expertise, for example by paving around the sand pit, carpentry work, as a bee keeper maintaining the services bees and through the aboriginal awareness program
- Parent mornings are held for families to participate in the pre-primary classes
- The parent library is available to every member with access to books and periodicals on Montessori, child development and parenting
- The service provides information nights at least once a term and are presented by staff on various topics related to class programs, child development and family support as well as an outside speaker at least once per year from the community such as a health practitioner
- Workshops and courses are available at the school from outside organisations such as MWEI and first aid organisations.

*This is evident by:*

- Families have the opportunity to contribute to their child's learning through providing input into the program, projects of inquiry, children's portfolios, individual goals for learning and discussions with educators
- Families have contributed their expertise during visits to the centre, as class parent, assisting with events held at the service and as part of the community and participating with their child in the classroom. For example, a parent assisted children to produce, direct and narrate a movie about a project they were working on and copies of the movie were provided to all families
- Educators exchange information daily with families at arrival and departure times regarding the child's learning and wellbeing
- There is a family information area in the foyer of the service that contains information about community resources and

local support agencies

- Current pamphlets, fact sheets and flyers are readily available for families to access independently which provide information about health, safety and parenting, for example a calendar of a parenting series
- Families have access to the service professional development opportunities which are facilitated by external organisations or by educators, such as parenting and wellbeing workshops
- The service sends emails to families in regards to tips, articles and factsheets for effective parenting and wellbeing from recognised authorities
- Information about the EYLF, National Quality Framework, the National Law and Regulation is available in the information area and across the service

*In addition, it is further evident that the service plays an active role in supporting families in their parenting role, offering practical information about resources and services within the local community by:*

- Encouraging families on a regular basis to share their knowledge of their child’s strengths, interests and abilities to inform preparation of the program and to provide feedback
- Children’s portfolios and individual learning goals are available to families at all times so that educators and families can share information about the child that contributes to the child’s learning and wellbeing
- The service has strong links with agencies who provide community services and often has support workers attend the service who provide information and support to families and educators
- Educators assist families in locating relevant support agencies by providing contact details, fact sheets and introductions to community and support workers.

Therefore this standard is rated as Exceeding NQS.

**Quality Improvement Plan notes (optional)**

If significant improvement is required, record this in the summary section at the end of this form.

|            |                                                                                                                |                      |
|------------|----------------------------------------------------------------------------------------------------------------|----------------------|
| <b>6.2</b> | Families are supported in their parenting role and their values and beliefs about child rearing are respected. | <b>Exceeding NQS</b> |
|------------|----------------------------------------------------------------------------------------------------------------|----------------------|

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

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

| Element | Working Towards National Quality Standard (W)                             | Meeting National Quality Standard (M)                                                                                                | Exceeding National Quality Standard (E)                                                                                                                                                                          | Met or Not met |
|---------|---------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| 6.3.1   | Some information from relevant community and support agencies is sourced. | Links with relevant community and support agencies are established and maintained.                                                   | Links with relevant community and support agencies are well established and maintained consistently.                                                                                                             | Met            |
| 6.3.2   | Learning and transitions for children are sometimes supported.            | Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities. | Continuity of learning and transitions for each child are systematically promoted by sharing relevant information, clarifying responsibilities and building collaborative strategies with relevant stakeholders. | Met            |
| 6.3.3   | There is some access to inclusion and support assistance.                 | Access to inclusion and support assistance is facilitated.                                                                           | Inclusion and support assistance is consistently facilitated, ensuring each child is able to participate fully in the program.                                                                                   | Met            |
| 6.3.4   | The service has some involvement in their local community.                | The service builds relationships and engages with their local community.                                                             | The service establishes effective relationships and actively engages with their local community.                                                                                                                 | Met            |

| Standard | National Law (s) and National Regulations (r) |
|----------|-----------------------------------------------|
| 6.3      | N/A                                           |

| Evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>The service collaborates with other organisations and service providers to enhance children’s learning and wellbeing.</b></p> <p><i>The delegated person advised:</i></p> <ul style="list-style-type: none"> <li>• The service has regular connections with developmental and health practitioners with involvement of staff in some treatment visits</li> <li>• Children with additional challenges and needs are welcomed and supported at Farmhouse. The service has strong network links with support services in the area including OT, chiropractors, physical therapists, educational therapists and diabetic organisations. The service has regular contact with them either on site or through visits to their practice</li> <li>• Children with additional needs are supported with the provision of food, training of staff and communication with parents. Currently the service has a range of children with additional needs</li> <li>• The independent nature of the class, the variety of activities as well as the open spaces ensures the service is able to accommodate the child with additional challenges</li> <li>• Community building activities include social nights, father/child camping weekends on site, family excursions out of school hours, school alumni groups, working bees, end of term picnic days, eco open day fair, ocean day through local council, ongoing interactions with the local environment centre, promotion of the ‘tears in the jungle’ project and support from the local community through supporting school events and resourcing school requirements.</li> </ul> <p><i>This is evident by:</i></p> <ul style="list-style-type: none"> <li>• The service has developed strong links with other local education and care services, the local community, including local businesses, organisations and councils</li> <li>• The service works with and seeks support from agencies including Inclusion Support consultants, and families where ideas and strategies are explored to implement into the program, for example diabetes, cerebral palsy, attention deficit disorder and vision impaired organisations</li> </ul> |

- The service has links with local support agencies that offer children and families specialist care, for example Speech, Occupational, Physical and Educational therapists and Chiropractors
- Inclusion plans are developed and implemented in consultation with the inclusion and support staff and the child's family. Regular contact via email, phone and meetings are held between the service and support workers and goals are regularly reviewed
- The service also has links with their area family/health services, schools, TAFE and Universities through providing students with practicum placements
- The service provides information about local schools through brochures, displayed information and ongoing conversations
- Educators visit the local primary schools to talk about children who will be attending the school in the following year to ensure a smooth transition. Observational reports are prepared by the service to assist the schools with the child's transition to school
- Strategies are in place for age and development associated, whole group transitions for children to move to the next classroom, for example children are provided with a few hours over weeks to visit in their new room to experience the routine and get to know their educators
- Children who have attended the service in the past are invited to visit the service after school for an afternoon tea and the nominated supervisor hosts an afternoon tea at her home for children and families who are moving on to school

*In addition, it is further evident that the service builds connections with the local community to support children's learning and wellbeing by:*

- The service has effective and established relationships with local schools through the nominated supervisor and Principals working together to implement strategies and goals regarding school readiness
- Educators participate in professional development opportunities to support ongoing responsiveness to children with additional needs, for example learning about autism
- The service was invited to be part of the NSW Transition to School Statement Trail by the NSW Department of Education and Communities. The trial involved families and educators working together to complete a Transition Statement
- The service hosts an annual Eco day and invites many environmental businesses and companies to promote awareness about the environment. Children in the older groups run a store and as part of their recent eco day they provided a bush tucker beverage from the produce that they had grown from seedlings at the service
- The service attends their local councils ocean day event and set up a nature orientated craft table
- Local businesses and companies support the services working bees once a term by supplying a BBQ after the event
- The local real estate provides the service with an auctioneer as part of their annual fundraiser event to auction off individual children's and whole class artworks
- The service has links with other education and care services and educators world-wide, such as China and Sri Lanka. The nominated supervisor is currently working with an educator in Sri Lanka to develop a Montessori specific resource and has visited educators in China to provided training in the Montessori method
- Children from the service were hosts to the International congress to show case their school and to reflect the Australian culture.

Therefore this standard is rated as Exceeding NQS.

**Quality Improvement Plan notes (optional)**

If significant improvement is required, record this in the summary section at the end of this form.

|            |                                                                                                                       |                      |
|------------|-----------------------------------------------------------------------------------------------------------------------|----------------------|
| <b>6.3</b> | The service collaborates with other organisations and service providers to enhance children's learning and wellbeing. | <b>Exceeding NQS</b> |
|------------|-----------------------------------------------------------------------------------------------------------------------|----------------------|

## Quality Area 7: Leadership and service management

| <b>Standard 7.1</b> Effective leadership promotes a positive organisational culture and builds a professional learning community.                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                            |                                                                                                                                                                                                                             |                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| <b>Element</b>                                                                                                                                                                                                                                                                                                                                               | <b>Working Towards National Quality Standard (W)</b>                                                                                                                                                                                                             | <b>Meeting National Quality Standard (M)</b>                                                                                                                                                                               | <b>Exceeding National Quality Standard (E)</b>                                                                                                                                                                              | <b>Met or Not met</b> |
| 7.1.1                                                                                                                                                                                                                                                                                                                                                        | The service is working towards ensuring appropriate governance arrangements are in place to manage the service. This does not pose an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service. | Appropriate governance arrangements are in place to manage the service.                                                                                                                                                    | Well-established governance arrangements, which are regularly reviewed, contribute to the effective management of the service.                                                                                              | Met                   |
| 7.1.2                                                                                                                                                                                                                                                                                                                                                        | Procedures for the induction of educators, co-ordinators and staff are in place.                                                                                                                                                                                 | The induction of educators, co-ordinators and staff members is comprehensive.                                                                                                                                              | The induction of educators, co-ordinators and staff is comprehensive and contributes to sustained quality relationships and environments that facilitate children's learning and development.                               | Met                   |
| 7.1.3                                                                                                                                                                                                                                                                                                                                                        | Some efforts are made to maintain continuity of educators and co-ordinators at the service.                                                                                                                                                                      | Every effort is made to promote continuity of educators and co-ordinators at the service.                                                                                                                                  | Effective processes are in place to consistently achieve continuity of educators and co-ordinators resulting in the establishment and maintenance of secure relationships with children.                                    | Met                   |
| 7.1.4                                                                                                                                                                                                                                                                                                                                                        | Provision is made to ensure a suitably qualified educator or co-ordinator leads the development of the curriculum.                                                                                                                                               | Provision is made to ensure a suitably qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning. | A suitably qualified and experienced educator or co-ordinator consistently leads the effective development of the curriculum, and ensures the establishment of clear goals and high expectations for teaching and learning. | Met                   |
| 7.1.5                                                                                                                                                                                                                                                                                                                                                        | N/A                                                                                                                                                                                                                                                              | Adults working with children and those engaged in management of the service or residing on the premises are fit and proper.                                                                                                | N/A                                                                                                                                                                                                                         | Met                   |
| <b>Standard</b>                                                                                                                                                                                                                                                                                                                                              | <b>National Law (s) and National Regulations (r)</b>                                                                                                                                                                                                             |                                                                                                                                                                                                                            |                                                                                                                                                                                                                             |                       |
| 7.1                                                                                                                                                                                                                                                                                                                                                          | r118                                                                                                                                                                                                                                                             | Educational leader                                                                                                                                                                                                         |                                                                                                                                                                                                                             |                       |
|                                                                                                                                                                                                                                                                                                                                                              | r148                                                                                                                                                                                                                                                             | Educational leader                                                                                                                                                                                                         |                                                                                                                                                                                                                             |                       |
|                                                                                                                                                                                                                                                                                                                                                              | r163                                                                                                                                                                                                                                                             | Residents at family day care residence and family day care educator assistants to be fit and proper persons                                                                                                                |                                                                                                                                                                                                                             |                       |
|                                                                                                                                                                                                                                                                                                                                                              | r181                                                                                                                                                                                                                                                             | Confidentiality of records kept by approved provider                                                                                                                                                                       |                                                                                                                                                                                                                             |                       |
|                                                                                                                                                                                                                                                                                                                                                              | r182                                                                                                                                                                                                                                                             | Confidentiality of records kept by family day care educator                                                                                                                                                                |                                                                                                                                                                                                                             |                       |
|                                                                                                                                                                                                                                                                                                                                                              | r183                                                                                                                                                                                                                                                             | Storage of records and other documents                                                                                                                                                                                     |                                                                                                                                                                                                                             |                       |
|                                                                                                                                                                                                                                                                                                                                                              | r184                                                                                                                                                                                                                                                             | Storage of records after service approval transferred                                                                                                                                                                      |                                                                                                                                                                                                                             |                       |
| <b>Evidence</b>                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                            |                                                                                                                                                                                                                             |                       |
| <b>Effective leadership promotes a positive organisational culture and builds a professional learning community.</b>                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                            |                                                                                                                                                                                                                             |                       |
| <i>The delegated person advised:</i>                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                            |                                                                                                                                                                                                                             |                       |
| <ul style="list-style-type: none"> <li>The governance structure of the service is well established and linked with the philosophy of the centre</li> <li>The Board of Management is elected for a two year period each March</li> <li>An induction process occurs to ensure the board members are aware of their responsibilities and obligations</li> </ul> |                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                            |                                                                                                                                                                                                                             |                       |

- Regular staff meetings are held to discuss the effectiveness of the services internal management systems. Minutes of these meetings are distributed by email to all staff members
- An induction process for new and casual staff includes on site discussion and written information on procedures, policies and philosophy
- Each staff member is given full copies of policies to look through and sign off on completion of reading
- The staff handbook and regular workshops at meetings provides staff with an overview about the service philosophy, programming and working conditions to assist with understanding

*This is evident by:*

- Information regarding the management structure is provided to families during orientation/ enrolment. The service is managed by a Board of Management and members attend an induction process and specific governance training annually to ensure they are aware of their roles and responsibilities
- Educators and families are included in decision making processes at the service and opportunities are available for families to be elected on the board of management and sub committees
- Prescribed information required by the regulations is displayed in the service foyer and photographs of educators and staff, labelled with their name, and position are displayed for families and visitors
- A staff handbook is provided for new educators and contains information such as the service philosophy, code of conduct, job descriptions, range of policies/procedures, and service operation requirements. The service requires the employee to sign an agreement that they have read and understood the policies and procedures and code of ethics
- The nominated supervisor completes a new staff orientation checklist to ensure all areas of the induction process have been met and new educators are encouraged to spend time at the service prior to their commencement which is a paid arrangement to meet with other educators and to get to know their role and the service better
- The service utilise staff meetings as a time to see how each new staff member is settling into their role and for sharing further information about the service. A new educator to the service confirmed how she has been made to feel welcomed into the service and how supportive the orientation process has been for her
- On-going mentoring and feedback to all new educators is provided by the service, usually the teacher in the room, although all educators across the service contribute to the mentoring process
- Rosters are planned to ensure educators familiar to each room are on the premises for children's arrival and departure. Rosters are designed to be supportive and flexible of each educators family circumstances and if educators require leave
- The service has provided opportunities for the educational leader to visit other education and care services in relation to their EYLF practices and this information is then shared with educators for consideration to improve the service curriculum
- The educational leader supports educators with the implementation of the EYLF, for example, through provision for EYLF training. Once a term parent/educator evening meetings are scheduled with recent topics to include 'being' as learning time and how the EYLF links with the Montessori method. Further, the educational leader continually asks educators to think about 'what are you seeing, what learning is taking place?' when interacting with children
- The educational leader provides educators with mentoring during allocated time or as required and discussions occur at a scheduled meeting on the first day back after each term after. The educational leader invites and provides opportunities for feedback, relating to 'what children need, and what resources do educators require to be supported to carry out their role effectively?'
- Records of working with children checks are up to date, available at the service and are stored in a confidential manner
- All working with children checks were sighted during the visit.

Therefore this standard is rated as Meeting NQS.

**Quality Improvement Plan notes (optional)**

|            |                                                                                                               |                    |
|------------|---------------------------------------------------------------------------------------------------------------|--------------------|
| <b>7.1</b> | Effective leadership promotes a positive organisational culture and builds a professional learning community. | <b>Meeting NQS</b> |
|------------|---------------------------------------------------------------------------------------------------------------|--------------------|

# Quality Area 7: Leadership and service management

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

| Element | Working Towards<br>National Quality Standard (W)                                      | Meeting<br>National Quality Standard (M)                                                                                                                     | Exceeding<br>National Quality Standard (E)                                                                                                                                                                   | Met or<br>Not met |
|---------|---------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| 7.2.1   | A statement of philosophy is developed and sometimes guides the service's operations. | A statement of philosophy is developed and guides all aspects of the service's operations.                                                                   | A statement of philosophy is regularly reviewed by educators and staff and is consistently evident in all aspects of the service's operations.                                                               | Met               |
| 7.2.2   | The performance of educators, co-ordinators and staff members is sometimes evaluated. | The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement. | Regular evaluation of the performance of educators, co-ordinators and staff members leads to individual development plans that provide a focus for continuous performance improvement.                       | Met               |
| 7.2.3   | Some self-assessment occurs and a quality improvement plan is in place.               | An effective self-assessment and quality improvement process is in place.                                                                                    | All educators, co-ordinators, staff members, and where possible, families and children contribute to an effective self-assessment and quality improvement process that promotes ongoing service improvement. | Met               |

| Standard | National Law (s) and National Regulations (r)                                                                                                                                                                                                     |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 7.2      | r31 Condition on service approval - quality improvement plan<br>r55 Quality improvement plans<br>r56 Review and revisions of quality improvement plans<br><br><b>General transitional and saving provisions</b><br>r238 Quality improvement plans |

## Evidence

**There is a commitment to continuous improvement.**

*The delegated person advised:*

- The service has a mission statement/school philosophy that links to the Montessori principles and EYLF
- Annual staff review is conducted with reflective comments on individual's abilities and suggestions discussed for their further development in the coming year
- The service believes that professional development is important to ensure a quality program is delivered. A budget is set each year for staff who are encouraged to attend outside training, workshops and ongoing personal development as well as be involved in network meetings and to subscribe to information sites
- Staff and parent survey is carried out annually as a formal method of self-evaluating the school.
- Principal is open to discussions on comments about the school program and environment

*This is evident by:*

- The service philosophy was developed in conjunction with staff and families, is displayed across the service and is reviewed yearly and or as required
- The philosophy reflects the EYLF, Montessori teaching method and a shared understanding of the document is evident in everyday practice such as relationships with children ,families and the community
- The philosophy is provided to educators at induction and families during orientation through the staff and parent handbooks
- The nominated supervisor reviews the performance of educators annually with informal meetings and chats taking place throughout the year to see how each person is progressing in their role
- A self-appraisal questionnaire is provided to each staff member to assist in their preparation for the appraisal discussion and a meeting is held with the nominated supervisor

- From the discussion, short and long term goals and a professional development plan is established and professional development opportunities provided. The service keeps a spreadsheet of all professional development that educators have attended
- A Quality Improvement Plan (QIP) has been developed by the service in conjunction with families and staff which outlines identified strengths and areas for further improvement within the service. The QIP has been updated with progress notes to reflect changes made and any further action and improvement required
- Families are provided with opportunities to provide feedback about service improvement through surveys, newsletters and discussions. For example, through feedback received from families the service has identified the requirement to provide children with accessible outdoor storage for resources.

Therefore this standard is rated as Meeting NQS.

**Quality Improvement Plan notes (optional)**

If significant improvement is required, record this in the summary section at the end of this form.

**7.2**

There is a commitment to continuous improvement.

**Meeting NQS**

## Quality Area 7: Leadership and service management

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

| Element | Working Towards National Quality Standard (W)                                                                                                                                                                                                                                                                                                                       | Meeting National Quality Standard (M)                                                                                                                                       | Exceeding National Quality Standard (E)                                                                                                                                                                                                                                                   | Met or Not met |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| 7.3.1   | The service is working towards ensuring records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements. This does not pose an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service. | Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements.  | Records and information are regularly reviewed, stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements.                                                                                            | Met            |
| 7.3.2   | Administrative systems are in place to facilitate service operation.                                                                                                                                                                                                                                                                                                | Administrative systems are established and maintained to ensure the effective operation of the service.                                                                     | Well-managed administrative systems ensure effective operation of the service and contribute to continuous service improvement.                                                                                                                                                           | Met            |
| 7.3.3   | N/A                                                                                                                                                                                                                                                                                                                                                                 | The Regulatory Authority is notified of any relevant changes to the operation of the service, of serious incidents and any complaints which allege a breach of legislation. | N/A                                                                                                                                                                                                                                                                                       | Met            |
| 7.3.4   | Basic processes are in place to investigate and respond to grievances and complaints.                                                                                                                                                                                                                                                                               | Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner.                                   | Effective practice and consultation processes minimise escalation of grievances and complaints. Any grievances and complaints are actively addressed, investigated fairly, resolved and documented in a timely manner. Action taken by the service contributes to continuous improvement. | Met            |
| 7.3.5   | Some service practices are based on documented policies and procedures that are available at the service.                                                                                                                                                                                                                                                           | Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.                                     | Service practices are based on effectively documented policies and procedures that are readily available at the service and reviewed and evaluated regularly in partnership with educators, co-ordinators, staff members and families.                                                    | Met            |

| Standard | National Law (s) and National Regulations (r)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 7.3      | s172 Offence to fail to display prescribed information<br>s173 Offence to fail to notify certain circumstances to Regulatory Authority<br>s174 Offence to fail to notify certain information to Regulatory Authority<br>s175 Offence relating to requirement to keep enrolment and other documents<br>r158 Children's attendance record to be kept by approved provider<br>r159 Children's attendance record to be kept by family day care educator<br>r160 Child enrolment records to be kept by approved provider and family day care educator<br>r161 Authorisations to be kept in enrolment record<br>r162 Health information to be kept in enrolment record |

|      |                                                                                 |
|------|---------------------------------------------------------------------------------|
| r165 | Record of visitors                                                              |
| r166 | Children not to be alone with visitors                                          |
| r167 | Record of service's compliance                                                  |
| r168 | Education and care service must have policies and procedures                    |
| r169 | Additional policies and procedures – family day care service                    |
| r170 | Policies and procedures to be followed                                          |
| r171 | Policies and procedures to be kept available                                    |
| r172 | Notification of change to policies or procedures                                |
| r173 | Prescribed information to be displayed                                          |
| r177 | Prescribed enrolment and other documents to be kept by approved provider        |
| r178 | Prescribed enrolment and other documents to be kept by family day care educator |
| r180 | Evidence of prescribed insurance                                                |
| r181 | Confidentiality of records kept by approved provider                            |
| r182 | Confidentiality of records kept by family day care educator                     |
| r183 | Storage of records and other documents                                          |
| r185 | Law and regulations to be available                                             |

## Evidence

### Administrative systems enable the effective management of a quality service.

#### *The delegated person advised:*

- All information regarding staff and children is kept in individual files in filing cabinets in the locked office or archived off site securely
- The service has received limited grievances and are usually misunderstandings that are dealt with at service level
- If the grievance is of a sensitive or significant nature the board may be involved and they follow the grievance procedure
- The service always follow up any grievance verbally and via emails
- The service policies and procedures are available at the service for staff and families
- Any policies that are in review are highlighted for families in the service newsletters and are available in the reception area for comment from staff and families
- Once policies are reviewed by staff and families, the policy is sent to the board for final
- The service has recently provided an existing staff member at their primary school site with a newly created role to assist with writing new policies in line with the education and care services national law and regulation.

#### *This is evident by:*

- Records including children's enrolment forms and staff records are stored in locked filing cabinets in the administrative area and accessible only to authorised people. When required these records are archived at a nearby site securely for the required regulated timeframes
- Computer software is used to manage administrative systems, and to communicate relevant information to families, for example through email
- Educators have access to laptops for programming which are password protected
- The service records all times when educators and staff are working directly with children
- Records of meetings are maintained, including both agendas and minutes
- The service employs an accounts officer who administers fees and an administration officer. The administration officer and nominated supervisor share responsibility for the other administrative systems and functions of the service
- The nominated supervisor is aware of the forms available on the Australian Children's Education and Care Quality Authority (ACECQA) website to notify the Regulatory Authority electronically and the service have submitted incident notifications in the past. At the time of the visit, the service was renovating the sandpit area and had not submitted the required documentation to notify the regulatory authority of these works. This was discussed with the nominated supervisor, who sent through the notification at the time of the visit. This was sighted by the authorised officer
- Open communication and supportive relationships with families minimise complaints that are received at the service
- Confidentiality is maintained during the complaints handling process and face to face meetings are held. Outcomes and any actions taken are developed in conjunction with families and communicated in a timely manner with follow up meetings and phone calls provided

- Policies required under the Education and Care Services National Regulations, Regulation 168 were sighted, are available and accessible at the service
- Policies are available in the service foyer for families to review, and any amended or new policies are sent as part of the services newsletter for families to view and a policy spreadsheet is used to document what policies are in review and to document any comments by staff and families
- Educators and families are provided with an opportunity to provide feedback on policies as part of the service's yearly review and or as required.

A minor adjustment was offered on the following:

- Including all of the required prescribed information to be displayed as outlined in Regulation 173 2 (e). This was rectified at the time of the visit
- Ensuring all required notifications are submitted to the Regulatory authority as outlined in section 174 (2) (c) of the Law. This was rectified at the time of the visit
- Including all of the required policies and procedures as outlined in Regulation 168 2 (l). This was rectified at the time of the visit.

Therefore this standard is rated as Meeting NQS.

**Quality Improvement Plan notes (optional)**

The service is reminded to submit all required notifications as required by the Law and Regulations, particularly in relation to further planned works that are outlined in the service QIP.

If significant improvement is required, record this in the summary section at the end of this form.

**7.3**

Administrative systems enable the effective management of a quality service.

**Meeting NQS**

# Quality area rating summary table

## Quality Area 1

| QA1                 | Educational program and practice                                                                                                                                                                                                                                                                          |                                      |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|
| <a href="#">1.1</a> | <b>An approved learning framework informs the development of a curriculum that enhances each child's learning and development.</b>                                                                                                                                                                        |                                      |
|                     | <b>Element</b>                                                                                                                                                                                                                                                                                            | <b>Met or Not met</b>                |
| 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.                                                                                  | Met                                  |
| 1.1.2               | Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.                                                                                                                                                                                                | Met                                  |
| 1.1.3               | The program, including routines, is organised in ways that maximise opportunities for each child's learning.                                                                                                                                                                                              | Met                                  |
| 1.1.4               | The documentation about each child's program and progress is available to families.                                                                                                                                                                                                                       | Met                                  |
| 1.1.5               | Every child is supported to participate in the program.                                                                                                                                                                                                                                                   | Met                                  |
| 1.1.6               | Each child's agency is promoted, enabling them to make choices and decisions and influence events and their world.                                                                                                                                                                                        | Met                                  |
|                     | <b>1.1</b>                                                                                                                                                                                                                                                                                                | <b>Meeting NQS</b>                   |
| <a href="#">1.2</a> | <b>Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.</b>                                                                                                                                                                             |                                      |
|                     | <b>Element</b>                                                                                                                                                                                                                                                                                            | <b>Met or Not met</b>                |
| 1.2.1               | Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.                                                                                                                                                                                    | Met                                  |
| 1.2.2               | Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.                                                                                                                                                                                 | Met                                  |
| 1.2.3               | Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.                                                                                                                                                                | Met                                  |
|                     | <b>1.2</b>                                                                                                                                                                                                                                                                                                | <b>Meeting NQS</b>                   |
|                     | <b>Was there evidence that</b> the education program being delivered is not based on the developmental needs, interests and experiences of each child <b>and</b> this poses an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service? | Significant Improvement Required (S) |
|                     | <b>Quality Area 1 rating</b>                                                                                                                                                                                                                                                                              | <b>M</b>                             |

## Quality Area 2

| QA2        | Children's health and safety                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                       |
|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| <b>2.1</b> | <b>Each child's health is promoted</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                       |
|            | <b>Element</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Met or Not met</b> |
| 2.1.1      | Each child's health needs are supported.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Met                   |
| 2.1.2      | Each child's comfort is provided for and there are appropriate opportunities to meet each child's need for sleep, rest and relaxation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Met                   |
| 2.1.3      | Effective hygiene practices are promoted and implemented.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Met                   |
| 2.1.4      | Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Met                   |
|            | <b>2.1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Meeting NQS</b>    |
| <b>2.2</b> | <b>Healthy eating and physical activity are embedded in the program for children.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                       |
|            | <b>Element</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Met or Not met</b> |
| 2.2.1      | Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Met                   |
| 2.2.2      | Physical activity is promoted through planned and spontaneous experiences and is appropriate for each                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Met                   |
|            | <b>2.2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Meeting NQS</b>    |
| <b>2.3</b> | <b>Each child is protected.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                       |
|            | <b>Element</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Met or Not met</b> |
| 2.3.1      | Children are adequately supervised at all times.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Met                   |
| 2.3.2      | Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Met                   |
| 2.3.3      | Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Met                   |
| 2.3.4      | Educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Met                   |
|            | <b>2.3</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Meeting NQS</b>    |
|            | <p><b>Was there evidence that</b> practices and procedures pose an unacceptable risk to the safety, health and wellbeing of any child or children being educated and cared for by the service for any of the areas:</p> <ul style="list-style-type: none"> <li>adequate supervision, or</li> <li>taking every reasonable precaution to protect children from harm and hazards, or</li> <li>health and hygiene, or</li> <li>food handling and food preparation, or</li> <li>safe drinking water and food, or</li> <li>the environment is tobacco, drug and alcohol free, or</li> <li>preventing the spread of infectious disease, or</li> <li>managing children's medical conditions, or</li> <li>administering medications, or</li> <li>managing emergencies, or</li> <li>managing excursions, or</li> <li>collection of children from the service.</li> </ul> |                       |
|            | <b>Quality Area 2 rating</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>M</b>              |

## Quality Area 3

| QA3                 | Physical environment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |               | Met or Not met                       |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|--------------------------------------|
| <a href="#">3.1</a> | The design and location of the premises is appropriate for the operation of a service.                                                                                                                                                                                                                                                                                                                                                                                                                                 |               |                                      |
|                     | Element                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |               | Met or Not met                       |
| 3.1.1               | Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.                                                                                                                                                                                                                                                                                                                                                                                                   |               | Met                                  |
| 3.1.2               | Premises, furniture and equipment are safe, clean and well maintained.                                                                                                                                                                                                                                                                                                                                                                                                                                                 |               | Met                                  |
| 3.1.3               | Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space.                                                                                                                                                                                                                                                                                                                                       |               | Met                                  |
|                     | 3.1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Meeting NQS   |                                      |
| <a href="#">3.2</a> | The environment is inclusive, promotes competence, independent exploration and learning through play.                                                                                                                                                                                                                                                                                                                                                                                                                  |               |                                      |
|                     | Element                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |               | Met or Not met                       |
| 3.2.1               | Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.                                                                                                                                                                                                                                                                                                                                                                              |               | Met                                  |
| 3.2.2               | Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the program and allow for multiple uses.                                                                                                                                                                                                                                                                                                                                        |               | Met                                  |
|                     | 3.2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Exceeding NQS |                                      |
| <a href="#">3.3</a> | The service takes an active role in caring for its environment and contributes to a sustainable future.                                                                                                                                                                                                                                                                                                                                                                                                                |               |                                      |
|                     | Element                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |               | Met or Not met                       |
| 3.3.1               | Sustainable practices are embedded in service operations.                                                                                                                                                                                                                                                                                                                                                                                                                                                              |               | Met                                  |
| 3.3.2               | Children are supported to become environmentally responsible and show respect for the environment.                                                                                                                                                                                                                                                                                                                                                                                                                     |               | Met                                  |
|                     | 3.3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Exceeding NQS |                                      |
|                     | <p><b>Was there evidence that</b> there is systematic and ongoing failure to ensure that: the premises (including outdoor play spaces), furniture or equipment are safe and in good repair, or there is sufficient furniture, materials and developmentally appropriate equipment for each child, or indoor or outdoor space requirements are met<br/> <b>and</b> this failure poses an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service.</p> |               | Significant Improvement Required (S) |
|                     | Quality Area 3 rating                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |               | E                                    |

## Quality Area 4

| QA4                 | Staffing arrangements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                      |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|
| <a href="#">4.1</a> | Staffing arrangements enhance children's learning and development and ensure their safety and wellbeing.                                                                                                                                                                                                                                                                                                                                                                                               |                                      |
|                     | Element                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Met or Not met                       |
| 4.1.1               | Educator-to-child ratios and qualification requirements are maintained at all times.                                                                                                                                                                                                                                                                                                                                                                                                                   | Met                                  |
|                     | <b>4.1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Exceeding NQS</b>                 |
| <b>4.2</b>          | <b>Educators, co-ordinators and staff members are respectful and ethical.</b>                                                                                                                                                                                                                                                                                                                                                                                                                          |                                      |
|                     | Element                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Met or Not met                       |
| 4.2.1               | Professional standards guide practice, interactions and relationships.                                                                                                                                                                                                                                                                                                                                                                                                                                 | Met                                  |
| 4.2.2               | Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships.                                                                                                                                                                                                                                                                                                       | Met                                  |
| 4.2.3               | Interactions convey mutual respect, equity and recognition of each other's strengths and skills.                                                                                                                                                                                                                                                                                                                                                                                                       | Met                                  |
|                     | <b>4.2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Exceeding NQS</b>                 |
|                     | <p><b>Was there evidence that there is:</b></p> <ol style="list-style-type: none"> <li>1. systematic and ongoing failure to meet staffing arrangements (educator-to-child ratios and qualification requirements), or</li> <li>2. behaviour, interactions or lack of collaboration between staff members leads to unprofessional practice <b>and</b> this poses an unacceptable risk to the safety, health or wellbeing of any child or children being educated and care for by the service.</li> </ol> | Significant Improvement Required (S) |
|                     | <b>Quality Area 4 rating</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>E</b>                             |

## Quality Area 5

|            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                      |
|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|
| <b>QA5</b> | <b>Relationships with children</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                      |
| <b>5.1</b> | <b>Respectful and equitable relationships are developed and maintained with each child.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                      |
|            | <b>Element</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Met or Not met</b>                |
| 5.1.1      | Interactions with each child are warm, responsive and build trusting relationships.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Met                                  |
| 5.1.2      | Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Met                                  |
| 5.1.3      | Each child is supported to feel secure, confident and included.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Met                                  |
|            | <b>5.1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Meeting NQS</b>                   |
| <b>5.2</b> | <b>Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                      |
|            | <b>Element</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Met or Not met</b>                |
| 5.2.1      | Each child is supported to work with, learn from and help others through collaborative learning opportunities.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Met                                  |
| 5.2.2      | Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Met                                  |
| 5.2.3      | The dignity and rights of every child are maintained at all times.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Met                                  |
|            | <b>5.2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Meeting NQS</b>                   |
|            | <p><b>Was there evidence that</b> relationships with children do not maintain the dignity and rights of every child and:</p> <ol style="list-style-type: none"> <li>1. there is inappropriate use of discipline (corporal punishment or discipline that is unreasonable in the circumstance), or</li> <li>2. do not have regard for each child’s family, cultural values, age, intellectual or physical development, or</li> <li>3. there is an absence of positive guidance, or</li> <li>4. there is an absence of equitable opportunities for children to interact and develop</li> </ol> <p><b>and</b> this poses an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service.</p> | Significant Improvement Required (S) |
|            | <b>Quality Area 5 rating</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>M</b>                             |

## Quality Area 6

| QA6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Collaborative partnerships with families and communities                                                                             |                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|
| <b>6.1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Respectful supportive relationships with families are developed and maintained.</b>                                               |                                      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Element</b>                                                                                                                       | <b>Met or Not met</b>                |
| 6.1.1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | There is an effective enrolment and orientation process for families.                                                                | Met                                  |
| 6.1.2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Families have opportunities to be involved in the service and contribute to service decisions.                                       | Met                                  |
| 6.1.3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Current information about the service is available to families.                                                                      | Met                                  |
| <b>6.1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                      | <b>Exceeding NQS</b>                 |
| <b>6.2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Families are supported in their parenting role and their values and beliefs about child rearing are respected.</b>                |                                      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Element</b>                                                                                                                       | <b>Met or Not met</b>                |
| 6.2.1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | The expertise of families is recognised and they share in decision making about their child's learning and wellbeing.                | Met                                  |
| 6.2.2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Current information is available to families about community services and resources to support parenting and family wellbeing.       | Met                                  |
| <b>6.2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                      | <b>Exceeding NQS</b>                 |
| <b>6.3</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>The service collaborates with other organisations and service providers to enhance children's learning and wellbeing.</b>         |                                      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Element</b>                                                                                                                       | <b>Met or Not met</b>                |
| 6.3.1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Links with relevant community and support agencies are established and maintained.                                                   | Met                                  |
| 6.3.2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities. | Met                                  |
| 6.3.3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Access to inclusion and support assistance is facilitated.                                                                           | Met                                  |
| 6.3.4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | The service builds relationships and engages with their local community.                                                             | Met                                  |
| <b>6.3</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                      | <b>Exceeding NQS</b>                 |
| <p><b>Was there evidence that</b> the role of parents and families is not respected and supported due to a failure to:</p> <ol style="list-style-type: none"> <li>1. provide adequate information to families about the child or the service, or</li> <li>2. ensure that a parent has access to their child, or</li> <li>3. have adequate enrolment procedures and records (health, needs, abilities)</li> </ol> <p><b>and</b> this poses an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service.</p> |                                                                                                                                      | Significant Improvement Required (S) |
| <b>Quality Area 6 rating</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                      | <b>E</b>                             |

## Quality Area 7

| QA7        | Leadership and service management                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                       |
|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| <b>7.1</b> | <b>Effective leadership promotes a positive organisational culture and builds a professional learning community.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                       |
|            | <b>Element</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Met or Not met</b> |
| 7.1.1      | Appropriate governance arrangements are in place to manage the service.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Met                   |
| 7.1.2      | The induction of educators, co-ordinators and staff members is comprehensive.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Met                   |
| 7.1.3      | Every effort is made to promote continuity of educators and co-ordinators at the service.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Met                   |
| 7.1.4      | Provision is made to ensure a suitably qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Met                   |
| 7.1.5      | Adults working with children and those engaged in management of the service or residing on the premises are fit and proper.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Met                   |
|            | <b>7.1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Meeting NQS</b>    |
| <b>7.2</b> | <b>There is a commitment to continuous improvement.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                       |
|            | <b>Element</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Met or Not met</b> |
| 7.2.1      | A statement of philosophy is developed and guides all aspects of the service's operations.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Met                   |
| 7.2.2      | The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Met                   |
| 7.2.3      | An effective self-assessment and quality improvement process is in place.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Met                   |
|            | <b>7.2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Meeting NQS</b>    |
| <b>7.3</b> | <b>Administrative systems enable the effective management of a quality service.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                       |
|            | <b>Element</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Met or Not met</b> |
| 7.3.1      | Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Met                   |
| 7.3.2      | Administrative systems are established and maintained to ensure the effective operation of the service.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Met                   |
| 7.3.3      | The Regulatory Authority is notified of any relevant changes to the operation of the service, of serious incidents and any complaints which allege a breach of legislation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Met                   |
| 7.3.4      | Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Met                   |
| 7.3.5      | Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Met                   |
|            | <b>7.3</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Meeting NQS</b>    |
|            | <p><b>Was there evidence that:</b></p> <ol style="list-style-type: none"> <li>there are serious concerns about the fitness and propriety of the approved provider and processes for ensuring that staff, primary nominee and co-ordinators are fit and proper, or</li> <li>the approved provider has breached a condition on the service approval which poses an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service, or</li> <li>the Regulatory Authority is not satisfied that the service is being operated in compliance with the Law and poses an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service, or</li> <li>there is systematic and ongoing failure to:               <ol style="list-style-type: none"> <li>address grievances and complaints, or</li> <li>requirements regarding policies and procedures, or</li> <li>requirements regarding information and record keeping, or</li> <li>notify the Regulatory Authority of relevant changes to the operation of the service, serious incidents and any complaints which allege a breach of the Law</li> </ol> </li> </ol> <p><b>and any of a to d (of the above) poses an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service.</b></p> |                       |
|            | <b>Quality Area 7 rating</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>M</b>              |

## Overall rating

| Quality Area rating   |                                                          |                                              |
|-----------------------|----------------------------------------------------------|----------------------------------------------|
| QA 1                  | Educational program and practice                         | Meeting National Quality Standard (M)        |
| QA 2                  | Children's health and safety                             | Meeting National Quality Standard (M)        |
| QA 3                  | Physical environment                                     | Exceeding National Quality Standard (E)      |
| QA 4                  | Staffing arrangements                                    | Exceeding National Quality Standard (E)      |
| QA 5                  | Relationships with children                              | Meeting National Quality Standard (M)        |
| QA 6                  | Collaborative partnerships with families and communities | Exceeding National Quality Standard (E)      |
| QA 7                  | Leadership and service management                        | Meeting National Quality Standard (M)        |
| <b>Overall rating</b> |                                                          | <b>Meeting National Quality Standard (M)</b> |

## Summary comments

Your service is acknowledged for its achievements in meeting the National Quality Standard and striving for quality outcomes for children. In particular, the physical environment, staffing arrangements, relationships with children and collaborative partnerships with families and communities demonstrate the commitment to quality by the approved provider, nominated supervisor, educators and staff. Continue to reflect on current practice to maintain and improve on the quality outcomes evident during this assessment and rating process. The service may wish to consider the Quality Improvement Planning Notes throughout this report in continuing to prioritise areas for improvement.