



Self-Assessment

- Working Document

Contents

Self-Assessment	4
Assessing Practice.....	5
Articulating key practices	6
Guidance for Exceeding the National Quality Standard.....	8
Support	9
Service Context Information	10
Service Details	10
Service Philosophy	11
Self-Assessment Quality Areas	12
Quality Area 1: Educational program and practice	13
Law and Regulations.....	15
Standard 1.1 The educational program enhances each child’s learning and development	17
Standard 1.2 Educators facilitate and extend each child’s learning and development.....	21
Standard 1.3 Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.....	25
Key improvements sought for Quality Area 1	29
Quality Area 2: Children’s health and safety	30
Law and Regulations.....	31
Standard 2.1 Each child’s health and physical activity is supported and promoted.....	34
Standard 2.2 Each child is protected	38
Key improvements sought for Quality Area 2	42
Quality Area 3: Physical environment	43
Law and Regulations.....	44
Standard 3.1: The design and location of the premises is appropriate for the operation of a service	46

Standard 3.2 The service environment is inclusive, promotes competence and supports exploration and play based learning.....	49
Key improvements sought for Quality Area 3	53
Quality Area 4: Staffing arrangements	54
Law and Regulations.....	55
Standard 4.1 Staffing arrangements enhance children’s learning and development.....	58
Standard 4.2 Management, educators and staff are collaborative, respectful and ethical.....	61
Key improvements sought for Quality Area 4	64
Quality Area 5: Relationships with children.....	65
Law and Regulations.....	66
Standard 5.1 Relationships between educators and children.....	68
Standard 5.2 Each child is supported to build and maintain sensitive and responsive relationships	71
Key improvements sought for Quality Area 5	74
Quality Area 6: Collaborative partnerships with families and communities.....	75
Law and Regulations.....	76
Standard 6.1 Respectful relationships with families are developed and maintained and families are supported in their parenting role.....	78
Standard 6.2 Collaborative partnerships enhance children’s inclusion, learning and wellbeing.	82
Key improvements sought for Quality Area 6	86
Quality Area 7: Governance and Leadership.....	87
Law and Regulations.....	89
Standard 7.1 Governance supports the operation of a quality service	92
Standard 7.2 Effective leadership builds and promotes a positive organisational culture and professional learning community.....	96
Key improvements sought for Quality Area 7	100
Declaration	101

Self-Assessment

This document combines aspects of the ACECQA [Self- Assessment Tool](#) and the NSW Regulatory Authority online Self-Assessment Form.

The National Regulations (regulation 55) require an approved provider to develop a Quality Improvement Plan (QIP) within three months of being granted service approval. This must include:

1. service philosophy
2. assessment of the quality of service practices against the [National Quality Standard](#) (NQS) and the Regulations
3. identification of any areas that require improvement

This Working Document includes the requirements outlined above to meet Regulation 55 and 56. It will guide you through a self-assessment process and is an ongoing quality improvement planning document.

Information captured in this document will be easily transferable into the NSW Regulatory Authority online self-assessment form should your service opt in for *'self-assessment for quality improvement'*.

This document will allow you to reflect on the practices occurring at your service, including your service compliance in accordance with the [National Law and National Regulations](#) and your service quality against the NQS.

Self-assessment and quality improvement are most productive when those involved are open, honest and feel comfortable to be reflective and critical. Effective communication and positive workplace culture will allow everyone the opportunity to participate and have a voice. Having an open and honest approach will also ensure that, when you undergo assessment and rating, your service and staff are in the best position to showcase your service practice.

Self-assessment and quality improvement planning has benefits to service quality when a shared and collaborative process involving all members of the team and the service community occurs.

Assessing Practice

An effective self-assessment involves reflection on each Quality Area in the National Quality Standard (NQS). It requires reflection and evaluation on service practice, policies and procedures to assist you to confirm minimum legislative compliance requirements are met, and whether the service is meeting the NQS. To support your understanding of the NQS and to help you self-assess, the [Guide to the National Quality Framework](#) includes a set of reflective questions for each NQS Quality Area and guidance for the exceeding themes.

Within each quality area it is important to capture:

1. **Regulatory Compliance** – analysing ‘*what you do*’ against the National Law and Regulations. Where regulatory requirements are assessed as ‘*Non-compliant*’, immediate steps must be taken to rectify the non-compliance.
2. **Strengths** – recording typical practices that make you proud and that you would like to showcase against the elements and standards. Your service’s key practices should reflect what you do at your service. When developing your key practice statements, consider how the authorised officer will confirm this practice (will they be able to sight, observe or discuss?). If not, think about how you could reframe this to make your practice visible. It’s important that your evidence/practice informs your self-assessment, rather than making an assessment and looking for evidence to support the outcome you’re looking for.
3. **Areas for improvement** – identify potential areas for improving practices.



In order to assess regulatory compliance it is recommended that you refer to the National Law, National Regulations and Guide to the National Quality Framework [Section 4: Operational Requirements](#).

Note: *Self-assessment should be an open, transparent and honest process that clearly reflects your service and informs planning for ongoing improvement.*

Articulating key practices

Key Practices are things you do in your service that demonstrate your service quality against the National Standard (NQS). When referring to the Guide to the NQS, think about what your educators 'do' that is aligned with the elements in each standard. Consider the following:



Observed: Can the practice be seen?



Discussed: Can educators and staff talk about why and how particular practices occur at the service?



Sighted: Is there documented evidence to support your key practice statement?

Regulatory and Quality practices- Where you have identified that your service is meeting legislative requirements in this document, you do not need to outline your regulatory practices. Rather, describe your service's quality practices aligned to the element.

For example, in relation to **Element 2.1.3** where **Regulation 80** is marked as '**Compliant**':



The weekly menu is displayed and accurately describes food and beverages provided to children.



Water is always served at mealtimes and accessible to children.

Rather, you may like to consider other aspects of your practice which promotes healthy lifestyles including nutrition and physical activity. For example,



Cooking experiences are included in the program promoting healthy eating and knowledge of nutrition.



Our four weekly rotating seasonal menu was reviewed by a dietician to ensure that it is consistent with the dietary guidelines.

Exceeding themes will be visible through your key practices. You do not need to re-write theme descriptors as your practice, 'what you do' is your practice. Recording 'our approach is embedded' does not provide a clear example of how your practice aligns with the statement.



Key practices at an exceeding level should identify how what you do is **over and above** meeting practice. The Guide to the National Quality Framework [Section 3. National Quality Standard and Assessment and Rating](#) includes guidance for Exceeding themes at the end of each Standard.

For example, in relation to **Element 2.2.2**:



Our services approach to risk assessment and emergency management is embedded.



Educators engage in robust discussions.



During induction all educators complete training on the use of emergency equipment and are walked through the lock down and evacuation procedures. A review of this process identified the need for a communication plan to ensure that all stakeholders are familiar with what is communicated before, during and after an emergency. Families were consulted and their feedback led to the plan being added to our website and key information provided to Fire & Rescue NSW.

Note: *Authorised officers will confirm that your service is meeting minimum legislative requirements during the assessment and rating visit.*

Guidance for Exceeding the National Quality Standard

A rating of Exceeding NQS means going **above and beyond** what is expected at the Meeting NQS level for a standard. The following three themes must be demonstrated in service practice for a standard to be rated as Exceeding NQS:

Theme 1: Practice is embedded in service operations

Theme 2: Practice is informed by critical reflection

Theme 3: Practice is shaped by meaningful engagement with families and/or the community

Exceeding Theme 1: Practice is embedded in service operations

This theme means that high quality practice for the standard is demonstrated consistently and frequently across the service, regardless of the time of day or changes to staff. This ensures a sense of continuity and predictability for children.

For example:

- high quality practice is usual practice across the service
- quality practice is consistent across all educators
- each educator's practice reflects a clear understanding of the requirements of the standard
- practice for the standard reflects the service philosophy and the principles and practices of the approved learning frameworks.

Exceeding Theme 2: Practice is informed by critical reflection

When practice is informed by critical reflection, educators consider, question, analyse and re-evaluate planning and decision-making for that standard. This supports a culture of ongoing self-assessment that helps identify continuous improvement and improved outcomes for children, families and educators.

For example:

- reflection on practice is regular and ongoing
- opportunities for improvements are identified and implemented
- educators are aware of the influences on their practice and are committed to ongoing learning
- decision-making processes draw on diverse perspectives.

Exceeding Theme 3: Practice is shaped by meaningful engagement with families and/or the community

Every education and care service is unique, as are the children, families, and community at the service. This theme recognises that high quality practice is informed by and tailored to the unique strengths and needs of children, families and the community. This theme recognises differences across service types. For example, it is expected that services that educate and care for school-aged children may build strong relationships with the school and broader community and have fewer interactions with families compared to services that educate and care for younger children.

For example:

- practice reflects the voices and strengths of children, families and the community
- practice demonstrates shared decision-making and problem solving with families and/or the community
- practice suits the unique environmental, cultural and community context of the service
- practice fosters a culture of inclusiveness.

Note: To be rated Exceeding NQS overall, all quality areas must be at least Meeting NQS, and four or more Quality Areas must be Exceeding NQS, with at least two of these being quality areas 1, 5, 6 or 7.

Support



For further support and answers to questions that are not addressed through this guide, please contact the [Quality Support Team](#) at ecequalitysupport@det.nsw.edu.au or phone [1800 619 113](tel:1800619113).

Service Context Information

Service Details

Service Name	Busy Kids Child Care	Service Approval Number	SE- 00006800
Physical Location of Service	Street: 121 Bagot Street Suburb: Broken Hill State: NSW Post Code: 2880		
Approved Provider Name	AR Business Management Trust	Approved Provider Number	PR-00003949
Nominated Supervisor(s) Name(s)	Jennifer French		

Service Operating Times (includes FDC Principal Office)

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Start	07:30	07:30	07:30	07:30	07:30		
Finish	17:30	17:30	17:30	17:30	17:30		
Or 24 Hour							

Outside School Hours Care Operating Times

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Session 1 Start							
Session 1 Finish							
Session 2 Start							
Session 2 Finish							

Vacation Care Operating Times

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Start							
Finish							
Or 24 Hour							

Service Philosophy

Your service's statement of philosophy should be a living document that is the foundation for daily practice. It should describe the core beliefs and values you hold for children and families as they apply to your delivery of quality education and care.

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

At Busy Kids, we believe children learn through play.

As Educators, we support each child's unique needs, beliefs, strengths and interests.

We listen to the children's and each other's voices to gain their ideas and consider their points of view.

We value our families, team members and community and encourage input and participation from them all into our centre to help share decision making.

We believe a child's environment is important, as it impacts their learning.

For children to learn they need to feel safe and secure with freedom of choice to develop their own identities.

RESPECT - we respect the children and each other

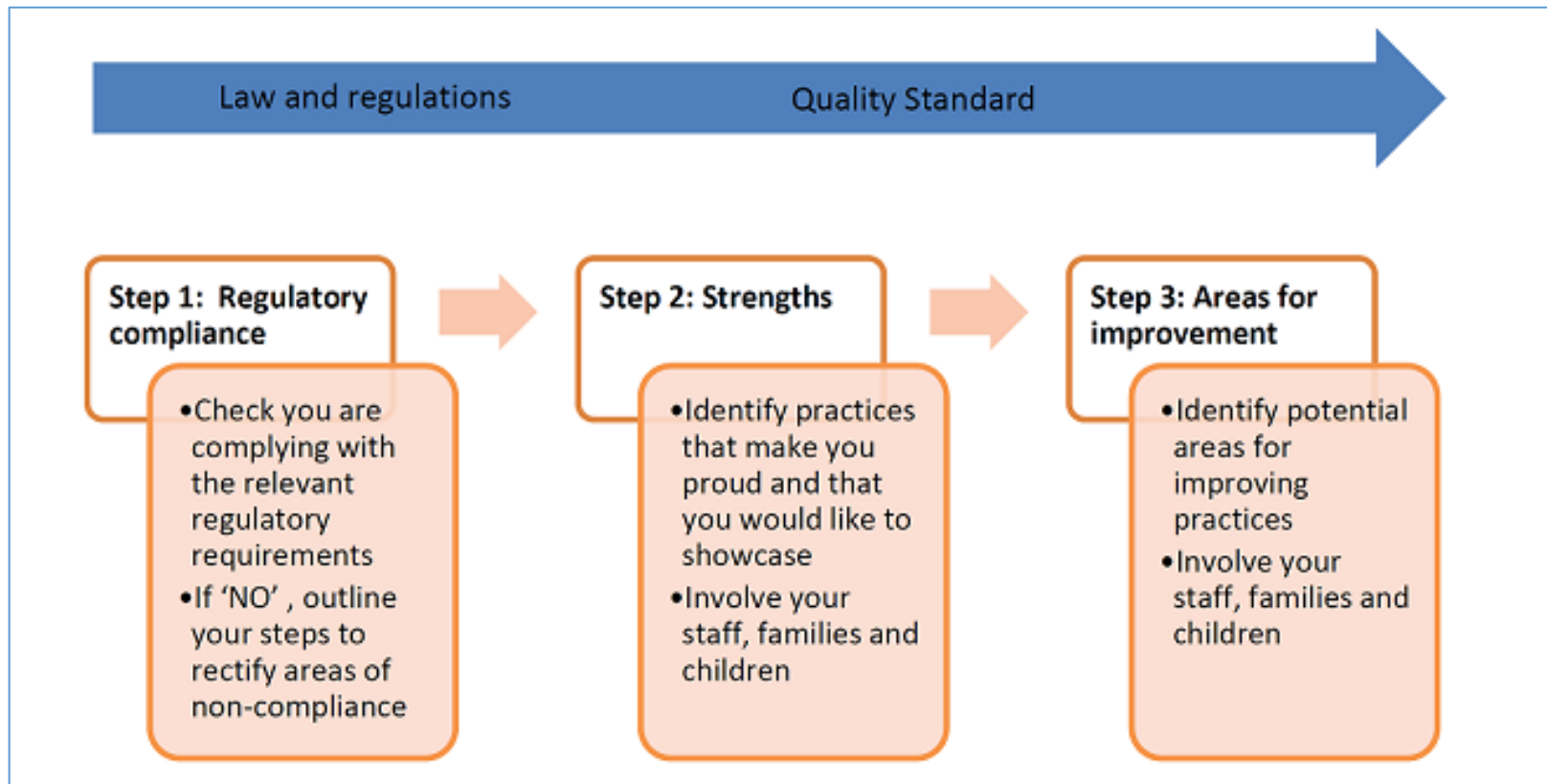
PLAY - we encourage play

LEARN - which support them to learn

Self-Assessment Quality Areas

In each of the seven quality areas it is now time to add details of your service practices. In each quality area it is important to capture:

- 1. Regulatory Compliance** – where regulatory requirements are assessed as ‘no’ take immediate steps to rectify the non-compliance,
- 2. Strengths** - record the practices that make you proud and that you would like to showcase against the elements and standards, and
- 3. Areas for improvement** – identify potential areas for improving practices.



Quality Area 1: Educational program and practice

The educational program and practice is stimulating, engaging and enhances children's learning and development. In services for children over preschool age, the program nurtures the development of life skills and complements children's experiences, opportunities and relationships at school, at home and in the community.

Quality Area 1 focuses on ensuring that the educational program and practice of educators are child-centred, stimulating and maximise opportunities for enhancing and extending each child's learning and development. It recognises that a quality program that builds on children's individual knowledge, strengths, ideas, culture, abilities and interests is likely to have long-term benefits for children and for the broader society.

Additional information and resources about Quality Area 1 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

Quality Area 1: Standards and elements

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

Law and Regulations

The table below includes the sections of the National Law (S) and National Regulations (R) underpinning Quality Area 1.

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

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

Law (S) / Regulation (R)	NQS	Does your service meet legislative requirements?	Compliant / Non-compliant
S168	STD1.1	Is either the Early Years Learning Framework (EYLF) or My Time, Our Place: Framework for School Age Care used to guide the development of the program?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R.73	STD1.1	Have you developed a program that contributes to each child's learning and development outcomes outlined by the learning framework?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R.75	STD1.3	Is the information about the program displayed in a place at the service that is accessible to parents? Is a copy of the program available for inspection on request: <ul style="list-style-type: none"> at the service for long day care, preschool or outside school hours care, OR at each educator's residence or venue for family day care? 	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R.76	STD1.3	If requested, do you provide families with: <ul style="list-style-type: none"> information about the content of the program and service routines and how they operate in relation to their children, including children's participation? a copy of their children's assessment/evaluation documentation? 	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant

R.74	STD1.3	<p>If you have children who are preschool age or younger, do you document:</p> <ul style="list-style-type: none"> • an assessment of each child's development, interests and participation in the program? • an assessment of each child's progress towards the program outcomes? <p>If you have school age children, do you document:</p> <ul style="list-style-type: none"> • how and why the education program has been developed to support all children to participate in the program. 	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
------	--------	--	--

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

Standard 1.1 The educational program enhances each child’s learning and development

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

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

Concept	Element ID	Element	Identified evidence and key practices	Confirm
Approved learning framework	ELE1.1.1	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.	1. We listen to their voices to gain their ideas and consider their points of view to contribute to the curriculum decisions. We document these ideas on our program displayed in classrooms or in our floor book, and into each individual programming.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
			2. We link the children's learning back to the approved learning framework to ensure we are capturing all aspects of their wellbeing and development. We use development milestone check sheets at the start and end of the year to help see progress.	
			3. As COVID has changed the access to be involved in different communities. i.e. visits to Aged Care, Grandparents Day at the local hall. Educators are sourcing new ways for the children to connect with community, letter writing to the Aged, sending singing/dancing videos.	

			4.		
			5.		
Child-centred	ELE1.1.2	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.	1.	Our program is flexible and is based on the children's ideas and interests. Our staff use spontaneous learning moments to ensure that children's interests are the foundation of the program. These observations are documented either on an observation form or weekly program.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
			2.	We value our relationships with parents. Staff are always talking to families getting ideas, 'where have you been on holiday?' 'how was the child's party?' 'how was the grandparents visit?' 'what is their favourite....at the moment?'	
			3.	We continue to provide opportunities for children to choose the resources they will explore each day. All children are given the opportunity to assist in setting up the outdoor environment each day - selecting the resources they would like from the storage area and assisting staff in placing the resources where the children would like them set up. If children can't find something they are interested in, they are given the chance to select different resources either indoors or outdoors.	

			<p>4. Our Educators spend time talking and understanding children in their classes and discussing ideas about how they would like their ideas represented in classrooms.</p>	
			<p>5. Interest areas are specifically set up in classrooms that display and explore the children's ideas and interests. These are changed regularly with the children's involvement.</p>	
Program learning opportunities	ELE1.1.3	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.	<p>1. After critically reflecting on the indoor environment and meal times, educators continue to ensure our tables are arranged to provide opportunities for staff to sit with children and engage with them during meal times. These times are seen as a learning opportunity, and the progressive lunch in the toddler room allows for educators to spend time with small groups of children to maximise their learning opportunities.</p>	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
		<p>2. The preschool children are encouraged to find their own lunchboxes, water bottles and can choose their own seat/friends to sit with. They also pack up their own lunch area and put their belongings back into their bag as preparation for big school.</p>		
		<p>3. All classrooms use songs and rhymes for transition times - this way the children know what they are doing before moving to the next task. The children get the opportunity to choose their own songs they would like to sing as a group during transition times and at times this includes counting and alphabet songs.</p>		

			4. We work to ensure children have long periods of unbroken play and are able to choose between playground, garden and nature areas simultaneously, wherever possible given staffing arrangements and projects in progress. This means classes may split or merge so children can access the play areas of their choice.	
			5.	

Standard 1.2 Educators facilitate and extend each child’s learning and development

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

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

Concept	Element ID	Element	Identified evidence and key practices	Confirm
Intentional teaching	ELE1.2.1	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.	1. Educators are intentional in the strategies they use to plan play experiences to support children's learning, development and wellbeing. i.e. teaching fundamental movements skills to move from one area to another - "can everyone jump like frog to line up?", counting skills - "can everyone pick up 5 blocks to put away?"	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
			2. Educators continue to change and move play areas and toys, indoors and outdoors to create spaces for children to play and learn. The indoor environment can be used to reflect on specific interests of children, (space, numbers, colours) and the outdoor environment is used to follow on and build on these interests and help children create play and curiosity in their worlds.	
			3. Educators de-brief daily with other Educators on a group chat to ensure play areas and experiences are set up and available for children. They discuss routines that work and don't work and share ideas for further teaching and engagement with the children.	

			<p>4. Our Educators critically reflect weekly in room groups, our routines, programs and environments to ensure purposeful and deliberate decisions and actions. These reflections are documented on the back of the weekly programme.</p>	
			<p>5.</p>	
Responsive teaching and scaffolding	ELE1.2.2	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.	<p>1. Having a wide variety of resources available at all times, both indoors and outdoors for children to choose from, has influenced educators to be responsive to children's ideas and play.</p>	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
			<p>2. We work to stay 'at the child's level' in playful communications throughout the day, rather than maintaining a 'supervisory' role 'above' each child's eye level.</p>	
			<p>3. Educators are prompted to use open-ended questions by having lists posted up in classrooms, kitchen and staff toilet.</p>	

			<p>4. We train and encouraged all staff, including trainees, to be responsive to children's ideas and to inform the Room Leaders so their interests are included in the program. These ideas and interest as are written on the weekly programming 'as it happens' and not left to be forgotten.</p> <p>5. Educators discuss children's ideas on the group chat and gain feedback from others to extend on children's learning and join with other groups to maximise the experiences.</p>	
Child directed learning	ELE1.2.3	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.	<p>1. Preschool room children in particular are becoming very good in clearing their table after each meal, putting their drink bottle away, scraping their plate and putting any of their dirty dishes away. We provide face washers and encourage them to clean their face and hands by themselves.</p> <p>2. Children who wear sleep nappies are shown dignity and support to develop their independence to change themselves when they wake to avoid any embarrassment or teasing from other children.</p> <p>3. Our Baby room environment constantly changes to include more open play areas, where the babies can learn to use their imagination and motor skills.</p>	<p><input checked="" type="radio"/> Met <input type="radio"/> Not Met</p>

			4. Educators are providing more choices in classroom and outdoor environments and using this as a learning tool to help children discover about choices and decisions, turn taking and sharing. Educators are currently investigating new tools for turn taking and sharing.	
			5.	

Standard 1.3 Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.

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

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

Concept	Element ID	Element	Identified evidence and key practices	Confirm
Assessment and planning cycle	ELE1.3.1	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.	1. Room leaders regularly discuss planning priorities for each child with their teams to ensure continuity in practice and enhanced opportunities to promote the children's learning.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
			2. Room Leaders will then analyse and evaluate the program weekly, ensuring it captures the children's and families input, and that the learning is ongoing and extended into the following weeks	
			3. We are trialling giving each child a primary care giver who will be responsible for adding the children's observations, voices, interests and points of view to further their participation in their own learning.	

			4. We have recently changed Educational Leader who evaluates the classroom programs weekly and responds and reflects to each Room Leader personally and as a group on our EL group chat.	
			5.	
Critical reflection	ELE1.3.2	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.	1. Educators have adopted a practice in daily/weekly reflecting in room groups and room leader groups. This has allowed us to guide program planning decisions and implementation in a more professional and flexible manner.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
		2. By being observant and attentive of the children and their activities, we are able to reflect 'in the moment' and make necessary adjustments to be engaging and inclusive for all children. i.e. changing balancing beams to the ability of the children.		
		3. Areas that need more 'in depth' reflection are raised at staff meetings where the team as a whole can contribute in solution focused conversations and brainstorm ways to solve issues. Some of these discussions include; routines that suit the children, flexible meal times for different age groups of children, varying experiences for the fluctuating days children's attend.		

			<p>4. We also have various chat groups for reflection, which allows Educators to add things after work, when they are home debriefing.</p>	
			<p>5.</p>	
Information for families	ELE1.3.3	Families are informed about the program and their child's progress.	<p>1. Our families are valued and respected as the children's first and most important educators. Bearing this in mind, we maintain a strong commitment to ensuring families are informed about the program in each room, where to find it and how to understand it.</p>	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
			<p>2. Having open, honest and respectful conversations about children's progress both formally (upon commencement and subsequently at the beginning of each New Year or when children transition into the next playroom) and informally at pick up and drop off with parents and caregivers</p>	
			<p>3. We send information, observations and photos via XapSmile to inform on their child's progress regularly to ensure we capture their interests and strengths in our planning.</p>	

			4. We include and inform families via emails, phone calls, social media forms, posters in foyer and few with written notices, with special event days and reminders - understanding families all respond to different medias to obtain information.	
			5. Where a need or issue to discuss is identified, staff make immediate plans to meet with families, making every effort to meet at times best suited to families' other obligations.	

Key improvements sought for Quality Area 1

Improvement Plan

Standard / element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
ELE1.3.1	We have lost 2 senior staff members this year and have replaced them with 19 year old trainees. (only applicants)	teaching and encouraging younger staff members with observations, documentation, using opportunities to increase each child's learning and development.	M	match each trainee with a few children for them to support	regular observations well planned followups meaningful reflections	ongoing	

Quality Area 2: Children's health and safety

Every child's health and wellbeing is safeguarded and promoted.

Quality Area 2 reinforces children's right to experience quality education and care in an environment that provides for their health and safety. Educators support this when they promote each child's wellbeing and healthy lifestyle, and support each child's growing competence, confidence and independence.

Additional information and resources about Quality Area 2 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

Quality Area 2: Standards and elements

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

Law and Regulations

The table below includes the sections of the National Law (S) and National Regulations (R) underpinning Quality Area 2.

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

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

Law (S) / Regulation (R)	NQS	Does your service meet legislative requirements?	Compliant / Non-compliant
R.80	STD2.1	Do you display a menu if you provide food at your service?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R.89	STD2.1	Do you have sufficient first aid kits? Have you checked that they are fully stocked and removed all out-of-date items?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R.77	STD2.1	Is food stored, handled and served safely?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R.90-91 R.162	STD2.1	Have you ensured that all educators and families are aware of the medical conditions policy and always follow it?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R.88	STD2.1	Have you ensured that all educators and families follow the service's policies and procedures around preventing and dealing with the outbreak of infectious diseases?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R.85-87	STD2.1	Have you ensured that all educators follow service procedures in the event of an accident, injury or illness?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R.92-96 R.161	STD2.1	Have you ensured that all educators, families and, where applicable, children are aware of the procedure for administering medication and always follow it?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant

R.81/R168(2)(a)(v)	STD2.1	Have you ensured that you meet each child's need for sleep and/or rest?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R.78-79	STD2.1	Do you ensure that food and drinks served to children are consistent with your nutrition policy and that children can access water at any time?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R.165-166	STD2.2	For a family day care service; have you ensured that all family day care educators follow service procedures about visitors to the residence or family day care venue?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R97-98	STD2.2	Have you ensured that plans are developed to manage emergencies and evacuations and are displayed near each exit? Are emergency and evacuation procedures practiced at least every 3 months?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R100-102	STD2.2	Have you ensured that all educators follow service procedures in relation to excursions, including obtaining authorisations and conducting appropriate annual risk assessments?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R.84/ S162A	STD2.2	Have you ensured that all educators are aware of their child protection responsibilities? Have you ensured that persons in day-to-day charge and nominated supervisors have current child protection training?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R.99	STD2.2	Have you ensured that all educators follow service procedures about the delivery and collection of children from the service?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R.82-83 R.97 R.103 S.167	STD2.2	Have you ensured that all educators follow service procedures designed to ensure the environment is safe and that children cannot access dangerous items?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
S165	STD2.2	Have you ensured that educators are supervising children effectively?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant

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

Standard 2.1 Each child’s health and physical activity is supported and promoted

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

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

Concept	Element ID	Element	Identified evidence and key practices	Confirm
Wellbeing and comfort	ELE2.1.1	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.	1. The younger children have a progressive lunch to be flexible for individual needs of the children. Those who are tired or hungry earlier, come in first with the first educator, the next educator brings in the next ratio of children who are ready for lunch and so on.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
			2. The staffing roster has been arranged so that children who do not require a sleep can spend time outdoors exploring the natural play environment, participate in programs such as the School Readiness (any child who wants to participate) and tend to our plants in our garden area. This allows flexibility in following the children's individual needs and development.	
			3. Comprehensive pre-enrolment process where details of family priorities and requests in relation to sleep, rest and relaxation are understood and respected. Forms including re-enrolment forms for new years are revised on an annual basis to ensure we capture all necessary details for the children's wellbeing and comfort.	

			4. Adequate resources and spaces indoors and out that enable rest, peaceful and relaxed 'unhurried' play, along with enabling active play opportunities.	
			5.	
Health practices and procedures	ELE2.1.2	Effective illness and injury management and hygiene practices are promoted and implemented.	1. As a minimum we have one Educator trained in first aid, asthma and anaphylaxis on the floor at all times. Company policy is to keep all Educators trained in all of the above to ensure this happens. First aid kits and resources are the subject of annual checks.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
		2. Upon orientation of new Educators, we induct them on nappy changing, food delivery and hygiene practices for children and educators to ensure a consistent approach throughout the centre.		
		3. Effective hand washing is demonstrated and encouraged, with posters to remind children visually, and soap dispensers are installed at the children's level to encourage the use of soap when washing hands.		

			<p>4. Preschoolers are visited by 'Lead Ted' annually to teach about lead safety in Broken Hill dirt. Children are taught to be aware and encouraged to wash hands regularly after playing outside and before eating.</p> <p>5. Cleaning and hygiene practices have been reviewed and revamped due to COVID-19. Policies have also been revised in relation to children's illness to ensure they are not bringing illnesses and infecting other children and staff at the centre, including stricter rules regarding children attending with symptoms.</p>	
Healthy lifestyle	ELE2.1.3	Healthy eating and physical activity are promoted and appropriate for each child.	<p>1. Staff model healthy eating practices – Drinking water throughout the day with the children, and discussing healthy choices at meal times. Staff are not allowed to have fast food or takeaways at the tables with children.</p> <p>2. Having procedures developed in accordance NSW Health 'Munch and Move' program around nutrition, health and safety. Using fundamental movements in transitioning - jumping like Franky the Frog to line up!</p> <p>3. We continue to share healthy lifestyle messages with families through facebook, website and Xap Smile, encouraging families to think about setting their children up for healthy life habits.</p>	<p><input checked="" type="radio"/> Met <input type="radio"/> Not Met</p>

			4. We ensure active play (ball skill games, skipping ropes) is encouraged each day and is age appropriate.	
			5.	

Standard 2.2 Each child is protected

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

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

Concept	Element ID	Element	Identified evidence and key practices	Confirm
Supervision	ELE2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.	1. Outdoor supervision is zoned and mapped for Educators to ensure all areas of the outdoor environment are adequately supervised. Different areas are fenced off to ensure children don't play in areas that are unsupervised.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
			2. Educators endeavour to sit with children at meal times to ensure children's safety whilst eating.	
			3. A daily hazard checklist is completed each morning to ensure the environment is free from hazards. When hazards are noted, they are attended to immediately or area is 'out of bounds' until dealt with. (i.e. tree branch fallen)	

			<p>4. Educators remain in the room whilst children are sleeping and babies are physically checked every 10 minutes. Baby Room Leader has completed Department of Education online safe sleeping in Education Services webinar. (September 2022)</p>	
			<p>5.</p>	
Incident and emergency management	ELE2.2.2	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.	<p>1. Emergency evacuation and lockdown procedures are practiced in alignment with each school term. Drills are practices with the centre as a whole to ensure the children's understanding around these situations is clear and safe.</p> <p>2. A log of these evacuation and lockdown drills are kept with any important points noted, such as children who are absent and any noteworthy behaviour. This informs any updates to the procedure, which is then shared with all staff and signage updated accordingly.</p> <p>3. Information concerning evacuation and lockdown procedures are displayed in prominent positions at each exit. All staff members are made aware of emergency procedures during their induction.</p>	<p><input checked="" type="radio"/> Met <input type="radio"/> Not Met</p>

			<p>4. At times we have had a child with custody orders, and it has been necessary to keep our front door locked. Parents then use the bell to be given access. We have also used this process during COVID-19, to stop people walking in and through the centre.</p>	
			<p>5. We invite the local police and fire brigade to the centre to spend time with the children, this helps to support and prepare the children for incidents and emergencies that may arise.</p>	
Child protection	ELE2.2.3	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.	<p>1. Educators are aware of their child protection responsibilities, and participate in a yearly child-protection refresher to ensure their practices are up to date. This year we are joining with a representative from DOCS- Joint Child Protection Response Program, where they will run through the most current information on child protection. (Due Sept 2022)</p>	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
		<p>2. Educators are observant, vigilant and maintain appropriate records and consult with the Director in all matters of concern regarding child and family well-being.</p>		
		<p>3. Records of any signs or indicators are recorded and kept (confidently) to ensure incidents are relayed accurately. Educators are encouraged to use the mandatory report tool when needed to help with decisions on next steps. (Shortcut to MRG on office desktop)</p>		

			4. The safe series books (protective behaviours program) are read to the Preschoolers and school readiness groups regularly and information is displayed in the front foyer from time to time.	
			5. Director keeps updated with information by keeping contact with other local Preschool teachers, to support dealing with educators, children and families in these matters. Information gathered is shared with Educators either at staff meeting or memos.	

Key improvements sought for Quality Area 2

Improvement Plan

Standard / element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
ELE2.1.3	Healthy eating - due to increasing obesity in younger people, and NSW having one of the fattest towns in Australia - we are conscious of setting children up with good eating habits	<ul style="list-style-type: none"> - children choosing healthy options - children being more active than not 	H	<ul style="list-style-type: none"> - continue to encourage families to pack healthy options in lunch boxes -via notice, facebook posts, emails - continue to encourage children to pick healthy options in lunchbox first - encourage active play - chasey, skipping ropes, ball activities 	<ul style="list-style-type: none"> - lunch boxes arrive with less unhealthy foods - children chose healthy options and leave unhealthy options - children opt for active play first 	ongoing	

Quality Area 3: Physical environment

The physical environment is safe, suitable and provides a rich and diverse range of experiences which promote children’s learning and development.

Quality Area 3 of the NQS focuses on the physical environment. The physical environment is critical to:

- contributing to children’s wellbeing, creativity and developing independence
- providing a diverse range of experiences that promote children’s learning and development
- keeping children safe
- creating/organising spaces to reduce the risk of injury.

Additional information and resources about Quality Area 3 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

Quality Area 3: Standards and elements

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

Law and Regulations

The table below includes the sections of the National Law (S) and National Regulations (R) underpinning Quality Area 3.

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

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

Law (S) / Regulation (R)	NQS	Does your service meet legislative requirements?	Compliant / Non-compliant
R.116-117 R116 R34(f)(iii)	STD3.1	<p>If you have a family day care service:</p> <ul style="list-style-type: none"> • Have you ensured that all educators' residences or approved venues are safe before children are placed in care, and at least annually? • Have you ensured that glazed areas of all educators' residences or approved venues meet the required safety standard? • Do you require educators to inform you of any alterations or renovations to their premises? • For family day care services operating from a venue, have you submitted an application for approval to operate from a venue? 	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R.103	STD3.1	<p>Have you ensured that the service premises, venue or residence and all equipment and furniture are safe, clean and in good repair?</p>	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R104-115	STD3.1	<p>Have you ensured the services premises, venue or residence meets all regulatory requirements? For example:</p> <ul style="list-style-type: none"> • There is the required amount of unencumbered space for the number of children in attendance at the service • Arrangements for dealing with soiled clothes, linen and nappies • If you have children who are preschool age or younger, have fencing that prevents them going over, under or through it? • Are there appropriate toilet, hand washing and nappy change facilities? • Is there space for administrative functions and consultation with families? • Is there adequate light, ventilation and shade? 	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant

		<ul style="list-style-type: none"> Are all areas of the premises easily supervised? 	
R105	STD3.1	Have you ensured that each child being cared for has access to sufficient furniture, materials and developmentally appropriate equipment suitable for that child?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R.113	STD3.2	Have you ensured that children are able to explore and experience the natural environment? For example are there trees, plants and sand?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant

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

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

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

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

Concept	Element ID	Element	Identified evidence and key practices	Confirm
Fit for purpose	ELE3.1.1	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.	1. The Educators enjoy bringing nature inside and have worked hard on creating more neutral-coloured classrooms. They now offer natural play spaces, with more natural materials, and small spaces for children to explore when indoors.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
			2. Educators reflect on the room environments regularly and change them to encourage more learning by the child's curiosity and investigation of new play areas.	
			3. Our outdoor nature area is still very popular with the children, and we have started building a new climbing area for the children to explore with suitable access for all ages of children.	

			<p>4. Our third area outdoors is our garden area, we have included a worm farm and the children along with their Educators are involved in all stages from preparing planter boxes to planting seeds and seedlings, watering the garden, to harvesting the food items we have grown.</p> <p>5.</p>	
Upkeep	ELE3.1.2	Premises, furniture and equipment are safe, clean and well maintained.	<p>1. A daily check is performed each morning to ensure all equipment within all our environments remains in good repair. Any items that are broken or damaged are either thrown out, or removed from the area for repairs by our maintenance person.</p> <p>2. As a result of these daily checks, we have decided to upgrade the outside cubby house. The existing one needs new paint and constantly needs minor repairs. Our location dictates delays, however, we have secured a playground builder who is willing to travel and build it. Planned to be completed by Christmas 2022</p> <p>3. An afternoon cleaning schedule is maintained each day to ensure all indoor play areas are safe, clean and well maintained.</p>	<p><input checked="" type="radio"/> Met <input type="radio"/> Not Met</p>

			4.		
			5.		

Standard 3.2 The service environment is inclusive, promotes competence and supports exploration and play based learning

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

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

Concept	Element ID	Element	Identified evidence and key practices	Confirm
Inclusive environment	ELE3.2.1	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.	1. Children are grouped in ways to minimise the risk of injury and conflict. The Preschool children spending time in the outdoor environment on arrival – (weather dependant) to minimise the noise level inside, and provide opportunities for the Preschoolers to participate in more risky play that is developmentally appropriate.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
			2. Our educators discuss routines with each classroom so the Toddlers can also explore the outdoor environment freely at their own pace and to engage in experiences without interruption from older children.	
			3. Educators involve children in making and maintaining aesthetically pleasing environments by having the children assist with setting up experiences outdoors. They also assist educators in caring for the environment, sweeping outdoors and watering the garden.	

			<p>4. As our new playground equipment is being built in the nature area, the children are experiencing different phases of the build and have been able to explore the playground as it develops. (started September 2022)</p>	
			<p>5.</p>	
Resources support play-based learning	ELE3.2.2	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.	<p>1. Our indoor and outdoor environments are set up as much as possible in a way that children can access resources independently, initiating their own experiences. Educators ensure we have multiples of the same resources to allow all children to be engaged.</p> <p>2. Educators ensure simple toys like blocks, building toys and home centres are always available, as these type of toys and resources encourage creativity, play based learning and serve for multiple uses in play.</p> <p>3. Educators make sure they introduce craft regularly to encourage children's critical thinking, creativity and constructing skills.</p>	<p><input checked="" type="radio"/> Met <input type="radio"/> Not Met</p>

			<p>4. We purchased many outdoor play frames to encourage play-based learning. (cars, planes, gyms, boats) These are great for inclement weather when children have limited time outside as they have choices without having to pull resources out and pack away for short play periods.</p>	
			<p>5.</p>	
Environmentally responsible	ELE3.2.3	The service cares for the environment and supports children to become environmentally responsible.	<p>1. Our sprayers in our garden now serves 2 purposes. It waters our garden and we have a path through the centre where children can walk to keep cool during the warmer months.</p>	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
			<p>2. We look after birds, lizards, insects and spiders we find in our natural environment. The children ask to leave food and water out for these animals and more recently the bees have been their focus. Discussions are being held with the children about creating a space for them in our garden this coming spring. (Sept/Oct 2022)</p>	
			<p>3. We also have various edible plants and vegetable patches throughout our outdoor environment where children actively participate in plant care and gardening projects. Majority of our flowering plants are succulents, as they don't need much water. We have recently had our front garden pulled out in preparation for spring. Our children will be involved in selecting flowers and edible plants for our front garden. It will be planted and cared for by the children that want to be involved.</p>	

			<p>4. Educators promote environmentally responsible practices through having regular conversations with children about environmentally sustainable practices. Although there is no active recycling in Broken Hill, we still encourage the children to separate food waste to the worm farm and plastic to a recycling bin.</p>	
			<p>5. We have a culture of mindfully turning off taps after using them, turning lights off when not inside, using natural light by opening the blinds, reusing recycled materials when engaging in art and craft activities.</p>	

Key improvements sought for Quality Area 3

Improvement Plan

Standard / element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
3.2.1	Inclusive environment - Babies area to develop	- an area where babies feel safe to engage in quality outdoor experiences without older children interrupting	M	- discussion with staff/parents about suitable options/areas	- babies having quality play time exploring their outdoor environment	Dec 2022	

Quality Area 4: Staffing arrangements

Staffing arrangements create a safe and predictable environment for children and support warm, respectful relationships. Qualified and experienced educators and co-ordinators encourage children’s active engagement in the learning program. Positive relationships among educators, co-ordinators and staff members contribute to an environment where children feel emotionally safe, secure and happy.

Quality Area 4 focuses on the provision of qualified and experienced educators who develop warm, respectful relationships with children, create predictable environments and encourage children’s active engagement in the learning program. A collaborative and ethical culture where professional standards guide all aspects of practice is critical to a quality service.

Additional information and resources about Quality Area 4 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

Quality Area 4: Standards and elements

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

Law and Regulations

The table below includes the sections of the National Law (S) and National Regulations (R) underpinning Quality Area 4.

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

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

Law (S) / Regulation (R)	NQS	Does your service meet legislative requirements?	Compliant / Non-compliant
R.122-124	STD4.1	Have you ensured that the educator to child ratio is maintained and that only educators working directly with children are included in ratio?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R.145-154	STD4.1	Have you ensured that all records relating to staff at the service are maintained and include all of the required information? Including; <ul style="list-style-type: none"> Records for nominated supervisors, each educator, educator assistant, coordinator and staff member, volunteer and student? The name of the educational leader and responsible person? A record of educators working directly with children? A record of access to an early childhood teacher (if required by R.152)? A register of family day care educators (where applicable) including evidence that the educator is adequately monitored and supported by a family day care coordinator while the educator is providing education and care to children ? 	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R.153 R.154	STD4.1	For family day care services; Have you ensured that you maintain a register of educators, coordinators and assistants?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R117A R117B R117C	STD4.1	Have you taken reasonable steps to ensure that the nominated supervisors and person in day-to-day charge has adequate knowledge and understanding of the provision of education and care to children and an ability to effectively supervise and manage an education and care service?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R.119 R123A R.127-128 R136 R143A R143B R144	STD4.1	For family day care services;	

		<ul style="list-style-type: none"> • Have you ensured that all educators and educator assistants are at least 18 years of age? • Have you ensured that all coordinators have an approved diploma level qualification? • Have you ensured that all educators have or are actively working towards an approved certificate III level qualification? • Ensure that all educators and educator assistants hold an approved first aid qualification and have completed an approved training in the management of asthma and anaphylaxis? • How do you ensure each family day care educator engaged by or registered with the service maintains an adequate knowledge and understanding of the provision of education and care to children? • Is there a process in place to ensure serious incidents and complaints are adequately addressed? • Does your FDC Coordinator provide adequate monitoring and support to educators • Have you taken reasonable steps to ensure your educators have adequate knowledge and understanding of the provision of education and care to children? • If you employ educator assistants, • Do you ensure you and the educator assistant comply with the requirements of R.144? 	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R.120 R126 R.129-135	STD4.1	<p>If you are a long day care or preschool or outside school hours care service,</p> <ul style="list-style-type: none"> • Have you ensured that educators who are under 18 years of age do not work alone and are adequately supervised? • Have you ensured that educators required to meet the ratio hold or are actively working towards the qualifications applicable in your state and territory? 	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R.136	STD4.1	<p>Have you ensured that at all times children are in attendance at the service there is at least one person with a first aid qualification available, and at least one person who has completed training in the management of asthma and anaphylaxis?</p>	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R.123A	STD4.1	<p>For family day care services; Have you ensured that coordinators to educator ratios are maintained?</p>	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant

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

Standard 4.1 Staffing arrangements enhance children’s learning and development.

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

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

Concept	Element ID	Element	Identified evidence and key practices	Confirm
Organisation of educators	ELE4.1.1	The organisation of educators across the service supports children's learning and development.	1. Educators purposely work collaboratively, planning and implementing smooth transitions for the children by being aware of their specific roles at these times of the day, to ensure children learn routines and develop autonomy.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
			2. The organisation of educators across classrooms, according to skill level, is a carefully considered process undertaken by leadership in consultation with staff. Consideration for the children is paramount in this process, as personality clashes between educators and children/families and behavioural management can impact either positively or negatively for the children in their learning and development.	
			3. At Busy Kids Child Care, the Director (Nominated Supervisor) and Assistant Director closely monitor and have formal/informal conversations with all educators about all aspects of their practice to ensure it enhances children's learning and development. Thoughts and ideas from all staff are listened to and given a chance to develop and review to ensure it supports the children in their growth and readiness for big school.	

			4.		
			5.		
Continuity of staff	ELE4.1.2	Every effort is made for children to experience continuity of educators at the service.	1.	At Busy Kids Child Care we work hard to ensure continuity of educators is maintained by having a reliable roster where priority is given to maintaining the same educators in each room, so children have a familiar and consistent educator with them always. We also ensure the 'same' casual staff are used wherever possible in the same rooms when covering lunch breaks, programming and annual leave.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
			2.	We have also taken that further by teaming children up with a primary (educator) carer in their room to help with observing, programming and planning for each child individually.	
			3.	When children show their trust in the educators, seek comfort from them and initiate conversations with their educators, it is evident that the continuity of staff has helped them develop confidence and feel safe at Busy Kids.	

			4.		
			5.		

Standard 4.2 Management, educators and staff are collaborative, respectful and ethical

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

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

Concept	Element ID	Element	Identified evidence and key practices	Confirm
Professional collaboration	ELE4.2.1	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.	1. At Busy Kids Child Care, management and educators work with mutual respect and collaboratively, we challenge and learn from each other, recognising each other's strengths and skills. We do this by having a strong leadership team, who promote a culture of collaborative practice and engage regularly with the whole team during daily practices, group chats and at staff meetings to ensure communication is maintained and any issues are addressed in a timely fashion.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
			2. The introduction of small group chats on messenger with all staff makes communication quick, effective and easy for all to see and use to keep connected with each other.	
			3. Individual educators strengths and skills are being recognised to the centre's advantage - i.e. educator with green thumb - leads our garden club and sustainability learning. Educator who loves cooking - leads our cooking club. Educator who knows and understands EYLF inside out – is our Educational Leader.	

			<p>4. Management ensure room leaders are supported to build and maintain a healthy rapport with all educators, with regular shared opportunities for professional reflection and program planning. Room Leaders are encouraged and supported to address issues in their team, firstly on their own, in a productive way to train staff and to keep staff on the same path.</p> <p>5. The Self Assessment Tool is a permanent agenda item at staff meetings. Achievements and goals are transferred to our Self-Assessment Tool and discussions held with staff as a group as to where we can build on developing everyone's strengths and skills.</p>	
Professional standards	ELE4.2.2	Professional standards guide practice, interactions and relationships.	<p>1. Comprehensive staff induction processes are followed to ensure educators (including casuals, volunteers and students) all understand all professional standards expectations.</p> <p>2. The director endeavours to have regular one-on-one catch ups with staff off-site and also an annual staff review. These reviews give both the Director and staff an opportunity to discuss strengths, weaknesses and areas of interests to build and develop, to improve the individual's professional standard, which in turn improves the whole centre.</p> <p>3. Discussions/meetings are held with individual staff members when issues arise. Behaviour or non-compliance areas that need addressing and changing are always supported with centre policies and these are discussed and documented in detail. This ensures staff are aware of the professional standard expected, the strong relationships and the family culture we are trying to maintain in our business.</p>	<p><input checked="" type="radio"/> Met <input type="radio"/> Not Met</p>

			<p>4. We strive to build interactions and ongoing relationships together as a team during and outside of the workplace. Group gyms sessions, morning walks, coffee and lunch catch ups, all point towards a sustainable team of educators that are motivated towards professional interactions and relationships.</p>	
			<p>5. The strong positive relationships amongst our team are evident with the support and back up they provide to each other when members are sick, on leave and at times when they are dealing with challenging behaviours and difficulties at work. We have set up a tag system, where staff can ask to swap out when situations arise and they need a break.</p>	

Key improvements sought for Quality Area 4

Improvement Plan

Standard / element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
ELE4.1.1	- We are continuously working on securing an ECT that will work well within our team, as well as supporting and encouraging our existing team to explore further studies.	- to obtain an ECT	H	<ul style="list-style-type: none"> - continue to advertise locally and interstate - be watchful for any study incentives - encourage any existing staff to obtain qualifications 	- when we secure an ECT on staff	ongoing	

Quality Area 5: Relationships with children

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

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

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

Quality Area 5: Standards and elements

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

Law and Regulations

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

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

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

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

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

Standard 5.1 Relationships between educators and children.

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

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

Concept	Element ID	Element	Identified evidence and key practices	Confirm
Positive educator to child interactions	ELE5.1.1	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.	1. Educators plan to spend 1:1 time with each child to assist in building a trusting and secure relationship with each child within their class rooms. This can be during nappy time, craft time, playing hairdresser together, building blocks, puzzles or reading stories.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
			2. Educators have a sound knowledge of each child in their care, through regular developmental skills checks, fundamental movements and observations during their play and communication with their peers and Educators.	
			3. Educators uses songs, books and music to help calm children who are feeling upset. Educators genuinely listen to the children to build meaningful relationships and knowledge on what interests and what supports each individual child to feel secure and included.	

			<p>4. We have made individualised stamping and colouring books for children with their interests to help upon arrival and separating from parents. The children know these books are just for them and look forward to using them each morning when arriving. Some other children have specific toys they look for when arriving, so Educators have them up on a shelf ready for the days that child comes.</p>	
			<p>5.</p>	
Dignity and rights of the child	ELE5.1.2	The dignity and rights of every child are maintained.	<p>1. Educators provide safe places inside and outside for children when they are experiencing stress or frustration and encourage others to give them the space they need.</p>	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
			<p>2. Educators support children in making choices during their play and interactions, understanding that every child thinks differently and they have different interests. Educators ensure there are plenty of choices to include each child in activities so it limits waiting times and unnecessary frustration</p>	
			<p>3. Educators are patient, gentle and calm when reassuring children and guiding challenging behaviours. Educators have an understanding that behaviour relates to stresses in children and have been involved in mentor sessions to promote positive behaviour learning.</p>	

			<p>4. Educators support children to treat each other with dignity and respect in their interactions, through modelling and group discussions with the children. Teaching children how to respond to others that are dealing with stress and frustration.</p>	
			<p>5. Educators support toilet training children with respect and privacy. Children wearing sleep nappies are given the opportunity to use the big kids toilet rather than the nappy room. Educators encourage children to remove their own nappy and dress themselves after their rest.</p>	

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

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

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

Concept	Element ID	Element	Identified evidence and key practices	Confirm
Collaborative learning	ELE5.2.1	Children are supported to collaborate, learn from and help each other.	1. Educators provide children with small group experiences where they support the children to work together on projects such as floor puzzles and group murals.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
			2. Educators model phrases to support children communicating with each other, ie, "Can I help you build..." "Can you show me how you..." "When you're finished, can I please have a turn?"	
			3. Educators encourage children to share their own personal skills and strengths with their peers. Fundamental movements skills - "show your friends where to put their foot" Dance moves - babies join the toddler room for music time and copy their dance moves.	

			<p>4. Our babies are learning key word signs -i.e. finished. Our Educators understand the value in key word signs for all children, verbal and non-verbal, as a way to help children communicate with everyone.</p>	
			<p>5.</p>	
Self-regulation	ELE5.2.2	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.	<p>1. Educators have attended Positive Behaviour Learning mentor sessions to assist in responding appropriately and consistently to challenging behaviours. We are beginning to translate our learning into our induction process for new staff, so good habits learnt are not lost with staff turnover.</p>	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
		<p>2. Educators have learnt new tools and skills to support the children in how to regulate their own behaviour, and communicate how they are feeling effectively. We ask more questions of the child to help them express and acknowledge their feelings and we practice giving them options to chose from to help them self regulate.</p>		
		<p>3. Educators model to the children 'how to respond appropriately phrases' to behaviours of others like; "Stop it, I don't like it!" "Step back please, I need space". Educators encourage children to discuss and negotiate issues between themselves whilst providing prompts and support.</p>		

			<p>4. Educators have created personalised calm down boxes for children who respond well to time alone. We have used weighted toys/blankets to help children to relax when feeling stressed, it also helps some to sleep.</p>	
			<p>5. We have provided on our roster additional 'off the floor' time for an Educator to mentor new staff with the Positive Behaviour Learning skills our team is using, along with keys word signs and visual signs for children's communication. The new skills learnt are crucial when faced with challenging behaviours to deescalate the stress for children quickly. The calm and stress-free days we have is evidence that these skills work.</p>	

Key improvements sought for Quality Area 5

Improvement Plan

Standard / element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
5.2.2	continue to practice and master our skills through the PBL sessions and transfer these skills to new staff	<ul style="list-style-type: none"> - staff confidently trained in PBL - children feeling less stressed or self regulating quicker 	M	<ul style="list-style-type: none"> - continue to support Educator that is training new staff - continue to self reflect on skills learnt and adapt any changes 	<ul style="list-style-type: none"> - staff don't need tagging out - children self regulating - centre having very few stress days 	ongoing	

Quality Area 6: Collaborative partnerships with families and communities

Quality Area 6 focuses on supportive, respectful relationships with families which are fundamental to achieving quality outcomes for children. Community partnerships that are based on active communication, consultation and collaboration also contribute to children’s inclusion, learning and wellbeing.

Additional information and resources about Quality Area 6 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

Quality Area 6: Standards and elements

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

Law and Regulations

The table below includes the sections of the National Law (S) and National Regulations (R) underpinning Quality Area 6.

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

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

Law (S) / Regulation (R)	NQS	Does your service meet legislative requirements?	Compliant / Non-compliant
R.157	STD6.1	<p>Do you respect the right of parents to enter the service when their child is in attendance unless;</p> <ul style="list-style-type: none"> • Allowing the parent to come into the service poses a risk to the safety of children or staff? • Allowing the parent to come into the service would prevent you or educators and staff from carrying out your normal duties, such as supervising children, delivering the program or meeting health and safety needs? or • You reasonably believe that allowing them entry would contravene a court order? 	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant

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

Standard 6.1 Respectful relationships with families are developed and maintained and families are supported in their parenting role.

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

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

Concept	Element ID	Element	Identified evidence and key practices	Confirm
Engagement with the service	ELE6.1.1	Families are supported from enrolment to be involved in the service and contribute to service decisions.	1. Educators meet with families formally before commencement and informally on a day-to-day basis and document as appropriate family priorities for their child's learning, cultural perspectives and information about children's sleep, health, nutrition needs, any worries, and areas of curiosity, passions & strengths.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
			2. We inform families regularly through emails, website and Facebook with notices and events. We host many community events throughout the year inviting families to be involved - eg. Mother's Day, Father's Day, Christmas Pageant, working bees etc. Families involvement include; attending functions, supplying food and drinks, helping out at working bees.	
			3. COVID-19 has limited most events over the past year and we have worked hard on keeping the families involved without being face-to-face, by sending out detailed Facebook posts with photos.	

			<p>4. Families are informed regarding reviews and updates on centre philosophy, policies and procedures and are encouraged to submit and discuss their opinions and thoughts.</p>	
			<p>5. We use family input via in house surveys to help make many decisions, like; school photos, excursions and experiences. We have found that sticker charts or pebbles into 'yes' or 'no' boxes work the best.</p>	
Parent views are respected	ELE6.1.2	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.	<p>1. We spend time at arrival and departure, discussing with families their requests for their child's needs and development. This gives the families opportunity to inform us of changes in their children's daily needs, e.g. stopped the dummy, toilet training, health issues, stop daily resting, etc. This information is written on classroom boards and relayed to Room Leaders and staff of each room.</p> <p>2. We encourage parents input into our program and decision making about their child's learning and well-being. We have an input section on all our programming sheets and this is shown to the parents on their first day and regularly reminded throughout the year.</p> <p>3. Parents are also reminded when they are sent their child's observations in Xap Smile to make comments or share ideas to further their child's learning and development. Parents will also use Facebook Messenger to convey messages to staff regarding their child's well-being.</p>	<p><input checked="" type="radio"/> Met <input type="radio"/> Not Met</p>

			<p>4. We meet with families and seek their input into teaching and learning priorities they may have for their child, and work with families to promote these learning outcomes. This can be done informally at drop off and pick up times, or formally with a parent-teacher meeting. These ideas are documented by the child's Educator in their programming book for implementation.</p>	
			<p>5.</p>	
Families are supported	ELE6.1.3	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.	<p>1. A range of brochures and information about community events are shared on the parent notice board and in the foyer for family reference. Any electronic forms are sent via email. Type of community events include; children's day in the park, reading in the town square.</p>	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
		<p>2. Our Facebook page includes items regarding upcoming events at the service, local community events and topical information to support parenting. i.e. lunch box tips, 5 minute moves, numeracy and literacy games to play with your child at home.</p>		
		<p>3. Brochures and information on local agencies and support groups for referral for families are also on display and held in our office, which include: specialists, dentists, lead centre, parenting support groups.</p>		

			4. Our parent notice board was deliberately placed on the outside wall of our building, due to parents not being able to enter the building during COVID-19.	
			5. Busy Kids Policies, waitlist form, enrolment forms, philosophy, self assessment and information regarding staff are kept current and are available on our website for families to view at any time.	

Standard 6.2 Collaborative partnerships enhance children’s inclusion, learning and wellbeing.

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

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

Concept	Element ID	Element	Identified evidence and key practices	Confirm
Transitions	ELE6.2.1	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.	1. We collaborate with families to support smooth transitions between home and the service, listening to families discuss their child's individual requirements. We provide varied resources for the child to use upon arrival to help them settle in the morning. Resources like: support books made individually for the child, favourite toys held for them, craft and stamp books for them to use.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
			2. As children transition up to the next room, they are supported by Educators sharing information with each other about the children, their likes, dislikes, needs etc. This is done over some months prior to the children moving, and the children are given opportunities where possible to visit the new room, before the permanent move is made. As we are a small centre, Educators take advantage of being able to observe the children during play to assess their transition and ask any further questions.	
			3. Educators meet, and work closely with local school Kindergarten teachers each year to share information about children who will be transitioning to "big school". This meeting is generally run by the local Education Department at a meeting hall and each Early Learning Centre are given the opportunity to meet with each of the 6 locals schools to share relevant information regarding children's transitions	

			<p>4. We use a school transition forms for those children transitioning to big school, that we leave with the Kindergarten teachers at the transition meeting. This includes areas of strengths, abilities through to areas of concern.</p>	
			<p>5.</p>	
Access and participation	ELE6.2.2	Effective partnerships support children's access, inclusion and participation in the program.	<p>1. We work closely with KU Inclusion Support Services to assist the service in supporting each child's specific requirements. We identified children's behaviours were affecting children's inclusion into our program, we sought funding through KU to undertake Positive Behaviour Learning (PBL) mentoring sessions to increase educator capacity to respond to each child's specific needs which has had a positive impact on educators and children.</p>	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
		<p>2. We are currently looking into securing funding for educators to learn key word sign to implement throughout the centre.</p>		
		<p>3. Educators liaise with other services and agencies in the community such as the Department of Communities and Justice, Mission Australia, Brighter Futures, Speech Therapists and Occupational Therapists to develop plans for children's individual needs to ensure the best outcomes possible.</p>		

			<p>4. Educators are beginning to use visuals such as visual routines to support children in transitioning between routines. This has shown to be extremely helpful to those children who are non-verbal.</p>	
			<p>5. Our books and resources reflect a range of backgrounds, cultures and abilities.</p>	
Community engagement	ELE6.2.3	The service builds relationships and engages with its local community.	<p>1. We have built relationships with other centres, maintaining these relationships through attending the monthly Early Years Discussion Groups during school terms. At these meetings we share recent events and improvements to our services, and discuss any relevant community concerns as a group to resolve them.</p>	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
			<p>2. Educators discuss amongst themselves and with the children, the local community events, strengthening children's connection and understanding of their community. i.e. recent bushfires, drought.</p>	
			<p>3. Educators promote and encourage activities for the children and their families to be involved in: i.e. Christmas Pageant float, Bushfire Relief, Children's Day in the Park, visits to a local nursing home. This is done through our Facebook page, notice board, emails and notes sent home.</p>	

			<p>4. Busy Kids also promotes and encourages outside visitors to visit with the children for opportunity to teach other skills and interactions with community.</p> <ul style="list-style-type: none"> - Dentist - (teeth brushing and care) - Lead Ted (lead in the dirt) - SES, Fire, Police, Ambulance - Colds and Flu Lady (teaches children to blow their nose correctly and hand wash) - Living safely with dogs - (dog awareness) - Healthy Harold - (healthy lifestyle) 	
			<p>5.</p>	

Key improvements sought for Quality Area 6

Improvement Plan

Standard / element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
6.1.1	to continue to build strong family relationships with re-starting in house events and inviting families to participate	- families return to the centre to be involved in events and activities	M	- set up events/activities for family involvement - invite families	- multiple families start coming back into the centre	ongoing	

Quality Area 7: Governance and Leadership

Effective leadership contributes to sustained quality relationships and environments that facilitate children’s learning and development. Well documented policies and practices that are developed and regularly evaluated in partnership with educators, co-ordinators, staff members and families contribute to the ethical management of the service. There is a focus on continuous improvement.

Quality Area 7 focuses on effective leadership and governance of the service to establish and maintain quality environments for children’s learning and development. Effective leaders establish shared values for the service that reflect the service context and professionalism and set clear direction for the service’s continuous improvement. Governance refers to the systems in place to support effective management and operation of the service, consistent with the service’s statement of philosophy.

Additional information and resources about Quality Area 7 are available in the [Guide to the National Quality Framework](#) and on the ACEQA website.

Quality Area 7: Standards and elements

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

Law and Regulations

The table below includes the sections of the National Law (S) and National Regulations (R) underpinning Quality Area 1.

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

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

Law (S) / Regulation (R)	NQS	Does your service meet legislative requirements?	Compliant / Non-compliant
R.118 R.148	STD7.1	Have you ensured that a suitably qualified and experienced individual has been appointed as the educational leader at the service and that this person's name is included in the staff record?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R. 174-176	STD7.1	Do you ensure that changes to the operation of the service, serious incidents and complaints which allege a breach of Law or Regulations are reported to the Regulatory Authority?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R. 146 R.147 R.154 R163	STD7.1	Have you ensured that, where applicable, records of working with children clearances are kept for <ul style="list-style-type: none"> • The nominated supervisors, educators, coordinators and staff? • Family day care educator assistants? • Adults living in residences used to provide a family day care service? 	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R.158-162	STD7.1	Have you ensured that all records relating to children at the service are maintained, including enrolment records, excursions, attendance records, health information, records of illness or accident?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R.87 R.158-162	STD7.1	Have you ensured that all records relating to children at the service are maintained, including enrolment records, attendance records, health information, records of illness or accident?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R.185	STD7.1	Have you ensured that a copy of the Law and Regulations can be accessed by educators, staff, volunteers and families, including those seeking to enrol their child at the service?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R.172	STD7.1	Have you ensured that families are informed at least 14 days before changes are made to service policies or procedures that might have a significant impact on them, including changes in fees and the way they are collected?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant

R.168-169 R.170-171	STD7.1	Do you ensure that your policies and procedures are followed? And always available?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R.181-184	STD7.1	Have you ensured that records are stored appropriately to ensure confidentiality and are retained for the period indicated in R.183?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R.29, R.180	STD7.1	Do you keep information about public liability insurance for your service on the premises?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R.92, 99, R.177	STD7.1	Have you ensured that records related to children contain all the required information including authorisations for the administration of medication, medical treatment, the collection of children from the service and excursions?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R.165	STD7.2	Have you ensured that records of visitors to a family day care residence or approved venue are maintained?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R.55-56 R.31	STD7.2	Have you ensured that your Quality Improvement Plan: <ul style="list-style-type: none"> • Contains a statement of the service philosophy? • Is reviewed and revised at least annually? 	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant

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

Standard 7.1 Governance supports the operation of a quality service

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

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

Concept	Element ID	Element	Identified evidence and key practices	Confirm
Service philosophy	ELE7.1.1	A statement of philosophy guides all aspects of the service's operations.	1. Our service philosophy is displayed in our front foyer, website, parent handbook, staff handbook and in our Self Assessment.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
			2. Busy Kids motto - Respect, Play, Learn; helped develop our philosophy as it was voted by Educators, children and families as the three most important areas to build on at Busy Kids.	
			3. The philosophy has been developed in collaboration with all our current Educators and is reviewed yearly, or when it no longer reflects staff's values. It was reviewed as recently as August 2022 during staff performance reviews with some minor alterations made.	

			4.		
			5.		
Management systems	ELE7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service.	1.	Busy Kids has developed a system so that all policies and procedures are reviewed regularly to ensure we are providing a quality service. We subscribed yearly to Childcare Centre Desktop which sends us regular alerts to any updates in regulation and law pertaining to Early Childhood, which guide us in our policy and procedure updates. We keep a spreadsheet with review reminders and dates of last updates.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
		2.	We utilise the support offered to us by Inclusion and Professional Support Program to ensure risk management practices are compliant with expectations of the National Quality Framework.		
		3.	Checklists are in place to ensure audits and checks are done regularly and in a timely manner. These include but are not limited to: daily hazards checks, first aid requirements, safe sleeping in cots, staff qualifications, WWCC and relevant certificates.		

			4.		
			5.		
Roles and responsibilities	ELE7.1.3	Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the service.	1.	Comprehensive staff induction processes, tailored for permanent, casual and visiting / volunteering / student colleagues. Instructions, tours and documentation given at induction is clear and efficient in covering roles and responsibilities to staff.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
			2.	Job roles and responsibilities are assigned to align with specific rosters. i.e. early shift does hazard checks, late shift does building lock up. Additional job roles, ie. cooking club, garden club, purchasing officer, fire warden, are all aligned with staff strengths and interests, with clearly defined procedures and guidelines to these roles.	
			3.	Daily schedules, routines, medical information on children are displayed where staff can access and understand the operation of the service on each day. Individual job roles within a classroom for each day is written on the class board for staff to see.	

			4.		
			5.		

Standard 7.2 Effective leadership builds and promotes a positive organisational culture and professional learning community

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

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

Concept	Element ID	Element	Identified evidence and key practices	Confirm
Continuous improvement	ELE7.2.1	There is an effective self-assessment and quality improvement process in place.	1. Any issues or areas of concern are identified generally at staff meetings to give the team an opportunity to assess and develop new practices to improve processes. These can be raised by either staff or management. The solutions are made together, documented and put into practice. They are then analysed at the next meeting and considered for either change or marked as improved.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
			2. Opportunities are given to parents to contribute through: satisfaction surveys, feedback at parent teacher meetings, and parent email systems. Parents suggestions are also brought to staff meetings for discussion and resolutions are always sent back to parents as feedback.	
			3. Educators have an annual review to self-assess their own individual practice and the service practice as a whole, to identify areas for continuous improvement. They then meet with the Director to plan goals and implement strategies to achieve these targets. The Director also has the opportunity to discuss areas they identify that need improvement and goals are set with Educators.	

			<p>4. Educators are supported and encouraged to reflect on their daily practices, individually and together as a team, and to recognise when it should be a new key practice and where we can include it in our Self Assessment.</p>	
			<p>5.</p>	
Educational leadership	ELE7.2.2	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.	<p>1. Our Educational Leader is given time off the floor to read and reflect each Room Leaders program. They are also given the opportunity to sit with each Room Leader to allow time to support them where needed and to build on the educational program. Discussions are documented on EL group chat.</p>	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
		<p>2. The Educational Leader is given a regular spot at staff meetings to address all staff on new program ideas and to gain feedback to benefit the development of the program and planning cycle. This is documented in staff minutes.</p>		
		<p>3. The Educational Leader is given the opportunity to meet with other services at the Early Years Learning Discussion Group each month where she can discuss and gain information from local preschool teachers.</p>		

			<p>4. We have a dedicated group chat for Educational Leadership to help and encourage staff with their programming and planning. This is where ideas are shared and questions are asked by staff of the Educational leader and by the Educational Leader to staff to help prompt critical thinking.</p> <p>5.</p>	
Development of professionals	ELE7.2.3	Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.	<p>1. Employee performance is monitored using a professional development scaffold and we facilitate an annual self-assessment process for all educators. Staff are given a questionnaire to complete in regards to their performance, strengths and areas they feel could be improved.</p> <p>2. Management and staff meet and discuss both the staff and management evaluations. Areas of strength are commended and areas that need support will have strategies, resources required and responsibilities from management and staff documented in the performance improvement plan to ensure that it is met.</p> <p>3. Management also use this evaluation time to review staff on their job knowledge, including various topics, such as: centre philosophy, code of conduct, providing child safe environments, programming. This gives management a broad understanding of in-house training or updates staff may need to help perform their duties as professionals.</p>	<p><input checked="" type="radio"/> Met <input type="radio"/> Not Met</p>

			4. Webinars and similar training are regularly sourced, with being so remote this is sometimes the only training and development solutions we have.	
			5.	

Key improvements sought for Quality Area 7

Improvement Plan

Standard / element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
7.2.3	<p>Management to continue to ensure we have professional trained staff in the areas required.</p> <p>Being remote, rely heavily on webinars.</p>	- staff feel supported in any training they need	M	Being aware to link in where we can to training that is on offer and we are seeking help and resources where required for each staff member.	- confident supported staff	ongoing	

Declaration

Self-assessment and quality improvement planning has benefits to service quality when a shared and collaborative process involving all members of the team and the service community occurs. Please provide details of those who have been involved in this self-assessment.

Involved Persons	Confirm
Nominated Supervisor(s)	<input checked="" type="checkbox"/>
Service Leaders and management	<input checked="" type="checkbox"/>
Coordinator(s)	<input type="checkbox"/>
Educational Leader(s)	<input checked="" type="checkbox"/>
Educators	<input checked="" type="checkbox"/>
Other service staff	<input checked="" type="checkbox"/>
Children	<input checked="" type="checkbox"/>
Families	<input checked="" type="checkbox"/>
School	<input type="checkbox"/>
Broader Service Community representative	<input type="checkbox"/>
Others	<input type="checkbox"/>

I confirm the information provided is a true, complete and accurate reflection of our service practice

