

## Service details

<b>Service name</b>	<b>Service approval number</b>
Alpine Family Day Care	SE- 00005489
<b>Primary contact at service</b>	
Jenny Griffiths	
<b>Physical location of service</b>	<b>Physical location contact details</b>
Street: 23 Deacon Avenue Suburb: Bright State/territory: Victoria Postcode: 3741	Telephone: 0357501367 Fax: 0357551970 Email: <a href="mailto:fdc@alpineviewchildrensservices.asn.au">fdc@alpineviewchildrensservices.asn.au</a>
<b>Approved Provider</b>	<b>Nominated Supervisor</b>
Primary contact: Jenny Griffiths Telephone: 035750 1367 Mobile: 0439 999 788 Fax: 035755 1970 Email: <a href="mailto:jgriffiths@alpinechildrensservices.asn.au">jgriffiths@alpinechildrensservices.asn.au</a>	Name: Kate Kovesy Telephone: 03 57501367 Mobile: Fax: 0357551970 Email: <a href="mailto:kkovesy@alpinechildrensservices.asn.au">kkovesy@alpinechildrensservices.asn.au</a>
<b>Postal address (if different to physical location of service)</b>	
Street: PO Box 651 Suburb: Bright State/territory: VIC Postcode: 3741	

Operating hours

**Coordination Unit**

(the Approved Provider and Nominated Supervisor are available at other times)

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time		8:30am					
Closing time		12.30pm					

**Claudia Mitchell (regular hours)**

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time		8:00am	8:00am	8:00am	8:00am		
Closing time		6:00pm	6:00pm	6:00pm	6:00pm		

**Kim Waymouth (regular hours - alternating between Week 1 - Thursday and Week 2 - Tuesday to Thursday)**

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time		9:00am	9:00am	9:00am			
Closing time		3:00pm	3:00pm	3:00pm			

## Additional information about your service

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

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

- Onsite parking at the Coordination Unit
- One Educator provides care during the Victorian school holidays and some public holidays

How are the children grouped at your service?

- N/A

Write the name and position of person(s) responsible for submitting this Quality Improvement Plan (e.g. 'Nominated Supervisor, Cheryl Smith')

Jenny Griffiths – Approved Provider

Kate Kovesy – Nominated Supervisor & Educational Leader

## Service statement of philosophy

### In relation to children

We believe...

- Children are invaluable and are the future of our community; they have a right to reach their full potential
- Children's learning accelerates when they form secure attachments to adults they interact with

We will...

- Support, respect and acknowledge the diverse values and cultural beliefs of every child
- Respect all young children as valuable members of our community
- Provide a caring and secure environment with appropriate expectations and boundaries

### In relation to families

We believe...

- Families are the primary contributors to a child's education and development
- Families consist of various structures, languages, cultures, religions and socio-economic backgrounds

We will...

- Support, respect and acknowledge the diverse values and cultural beliefs of every family
- Respect and value the contributions made by all families
- Establish and maintain partnerships with families which enable educators to fully encompass a child's belonging, being and becoming

### In relation to Community

We believe...

- Our service is an active member of a close and unique community that values young children as individuals
- In the importance of embracing diversity, culture, celebrations and special events

We will...

- Support, respect and acknowledge the diverse values and cultural beliefs within our community
- Endeavour where possible to participate in local community events
- Advocate positively for the community by respecting all aspects of where we live
- Connect our community to the curriculum

## **In relation to education**

We believe...

- Learning starts at birth and that children learn best through play
- Learning is a lifelong process and children, families, educators and community members are constantly learning
- In having high expectations of learning for: children, families, educators and of our community
- Sustainability recognises the importance of diverse skills such as building capacity and confidence, resilience and risk taking, transformation and change, and collaborating with others.

We will...

- Provide educational programs from birth, through fun play experiences
- Use the Early Years Learning Framework, National Quality Standards and a range of child development perspectives as a foundation for our programs
- Show commitment to further learning as educators to ensure that the program we provide encompasses current research and educational theories
- Create a sustainable organisation through the adoption of practices in environmental protection, social responsibility and economic strength
- Document children's learning from a strength-based perspective

## Quality Area 1: Educational program and practice

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

### Quality Area 1: Standards and elements

<b>Standard 1.1</b>	<b>An approved learning framework informs the development of a curriculum that enhances each child’s learning and development.</b>	
	Element 1.1.1	Curriculum decision making contributes to each child’s learning and development outcomes in relation to their identity,
	Element 1.1.2	Each child’s current knowledge, ideas, culture, abilities and interests are the foundation of the program.
	Element 1.1.3	The program, including routines, is organised in ways that maximise opportunities for each child’s learning.
	Element 1.1.4	The documentation about each child’s program and progress is available to families.
	Element 1.1.5	Every child is supported to participate in the program.
	Element 1.1.6	Each child’s agency is promoted, enabling them to make choices and decisions and influence events and their world.
<b>Standard 1.2</b>	<b>Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.</b>	
	Element 1.2.1	Each child’s learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.
	Element 1.2.2	Educators respond to children’s ideas and play and use intentional teaching to scaffold and extend each child’s learning.
	Element 1.2.3	Critical reflection on children’s learning and development, both as individuals and in groups, is regularly used to implement the

## Quality Area 1: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
1.1	section 168	Offence relating to required programs
1.1	section 323	Approved learning framework
1.1	regulation 73	Educational programs
1.1	regulation 75	Information about the educational program to be kept available
1.1	regulation 76	Information about educational program to be given to parents
1.2	regulation 74	Documenting of child assessments or evaluations for delivery of educational program

## Quality Improvement Plan for QA1

### Summary of Strengths Quality Area One

- Strong team approach by the scheme.
- Planning and documentation of and for the children is based on the National Early Years Learning Framework (EYLF).
- Families are encouraged to be included in decision making with the educational program for their children through conversations.
- The children drive their own learning through their strengths, interests and needs providing Curriculum Planning and Intentional Teaching opportunities where the children initiate the learning and educators support, extend and scaffold learning.
- Floor books/portfolios show visual evidence of the child's learning through play is available as a collaborative documentation of each child's learning.
- Individual Children's Observations and Group Programs are reflected on and Intentional Teaching is planned accordingly.
- Sibling interactions are encouraged.
- Family day care Educators acknowledge and embrace cultural differences within our children's community.
- We avail ourselves of professional development opportunities to improve the learning opportunities for Educators, children and families.
- Routines provide learning opportunities for children.



## Quality Area One Improvement Plan

Standard/ Element	Outcome or Goal	Priority L/M/H	Steps to achieve this outcome/goal?	Success Measure	By when?	Progress Notes
1.2.1	Ensure the planning cycle is evident in the educational program	H	FDC TL to work with each educator Each FDC Educator to watch the Early Childhood Australia (ECA) webinar 'Making curriculum decisions: exploring the planning cycle'	Planning cycle is evident FDC Educator has completed the webinar and discussed learning with the FDC TL	10.3.2017	21.2.17 FDC TL has purchased the webinar A team meeting has been planned for 9.3.17 to discuss learning
1.2.1	Ensure evidence of family participation in the educational program	H	FDC TL to work with each educator	Family participation is evident	3.2.2017	
1.2.3	Improve FDC Educators' critical reflection	M	FDC TL to work with each educator	Critical reflection is evident in the educational program	3.2.2017	
1.2.2	Educators are confident to use intentional teaching to scaffold and extend children's learning	H	Each FDC Educator to watch the Early Childhood Australia (ECA) webinar 'Being an intentional educator'	FDC Educator has completed the webinar and discussed learning with the FDC TL	10.3.2017	21.2.17 FDC TL has purchased the webinar A team meeting has been planned for 9.3.17 to discuss learning

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

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

### Quality Area 2: Standards and elements

<b>Standard 2.1</b>	<b>Each child's health is promoted.</b>	
	Element 2.1.1	Each child's health needs are supported.
	Element 2.1.2	Each child's comfort is provided for and there are appropriate opportunities to meet each child's need for sleep, rest and
	Element 2.1.3	Effective hygiene practices are promoted and implemented.
	Element 2.1.4	Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised
<b>Standard 2.2</b>	<b>Healthy eating and physical activity are embedded in the program for children.</b>	
	Element 2.2.1	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.
	Element 2.2.2	Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.
<b>Standard 2.3</b>	<b>Each child is protected.</b>	
	Element 2.3.1	Children are adequately supervised at all times.
	Element 2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.
	Element 2.3.3	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and
	Element 2.3.4	Educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or

## Quality Area 2: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
2.1.2, 2.3.1, 2.3.2	section 165	Offence to inadequately supervise children
2.3.2	section 167	Offence relating to protection of children from harm and hazards
2.1.3, 2.1.4, 2.2.1	regulation 77	Health, hygiene and safe food practices
2.2.1	regulation 78	Food and beverages
2.2.1	regulation 79	Service providing food and beverages
2.2.1	regulation 80	Weekly menu
2.1.2	regulation 81	Sleep and rest
2.3.2	regulation 82	Tobacco, drug and alcohol free environment
2.3.2	regulation 83	Staff members and family day care educators not to be affected by alcohol or drugs
2.3.4	regulation 84	Awareness of child protection law
2.1.4, 2.3.3, 2.3.4	regulation 85	Incident, injury, trauma and illness policies and procedures
2.1.4, 2.3.3, 2.3.4	regulation 86	Notification to parents of incident, injury, trauma and illness
2.1.4, 2.3.3, 2.3.4	regulation 87	Incident, injury, trauma and illness record
2.1.4	regulation 88	Infectious diseases
2.1.4	regulation 89	First aid kits

## Quality Area 2: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
2.1.1, 2.1.4, 2.3.2	regulation 90	Medical conditions policy
2.1.1, 2.1.4, 2.3.2	regulation 91	Medical conditions policy to be provided to parents
2.1.1, 2.1.4	regulation 92	Medication record
2.1.1, 2.1.4	regulation 93	Administration of medication
2.1.1, 2.1.4	regulation 94	Exception to authorisation requirement—anaphylaxis or asthma emergency
2.1.1, 2.1.4	regulation 95	Procedure for administration of medication
2.1.1, 2.1.4	regulation 96	Self-administration of medication
2.3.3	regulation 97	Emergency and evacuation procedures
2.3.3	regulation 98	Telephone or other communication equipment
2.3.2	regulation 99	Children leaving the education and care premises
2.3.1, 2.3.2	regulation 100	Risk assessment must be conducted before excursion
2.3.1, 2.3.2	regulation 101	Conduct of risk assessment for excursion
2.3.1, 2.3.2	regulation 102	Authorisation for excursions
	Related requirements	
2.3.3	regulation 160	Child enrolment records to be kept by approved provider and family day care educator
2.1.1, 2.3.2, 2.3.3	regulation 161	Authorisations to be kept in enrolment record
2.1.1, 2.1.4, 2.3.2,	regulation 162	Health information to be kept in enrolment record

2.1.1, 2.1.3, 2.1.4,	regulation 168	Education and care service must have policies and procedures
2.1.3, 2.2.1, 2.3	regulation 168(2)(a)	Policies and procedures are required in relation to health and safety, including matters relating to:
2.1.4, 2.3.3	regulation 168(2)(b)	Policies and procedures are required in relation to incident, injury, trauma and illness procedures complying with
2.1.4	regulation 168(2)(c)	Policies and procedures are required in relation to dealing with infectious diseases, including procedures
2.1.1, 2.3.3	regulation 168(2)(d)	Policies and procedures are required in relation to dealing with medical conditions in children, including the matters set
2.3.3	regulation 168(2)(e)	Policies and procedures are required in relation to emergency and evacuation, including the matters set out in
2.3.2	regulation 168(2)(g)	Policies and procedures are required in relation to excursions, including procedures complying with regulations 100 -102
2.3	regulation 168(2)(h)	Policies and procedures are required in relation to providing a child-safe environment
2.1.1, 2.1.4, 2.3.3,	regulation 177	Prescribed enrolment and other documents to be kept by approved provider:
2.1.1, 2.1.4, 2.3.3,	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator:

## Quality Improvement Plan for Q2

### Summary of Strengths Quality Area Two

- Best interests of child are central to all decision making.
- Each child's requirement for sleep and rest is tailored to their needs and follows SIDS and Safe Sleeping Practices.
- Good hygiene practices are encouraged and routines observed and followed.
- Each child's health requirements and routines are observed and followed.
- When applicable, specific health requirements (Medical Management Plans) are displayed together with medication required for that child.
- Healthy eating is promoted.
- Access to good Physical Activity is promoted at all times - outside play when possible, active indoor play activities at times when unable to go outside.
- Emergency situations - fire, threat of violence/danger etc practiced with children regularly.
- Child Immunisation records are kept up to date in files.
- Parents are informed of exclusion policy for ill children and educators adhere to this.
- We support breastfeeding mothers.
- All planned and routine excursions have a Risk Assessment and evaluation.
- Comprehensive OHS system in place that included processes such as daily safety checks, signing in of visitors and annual home safety check.
- Outbreaks of illness, date of last attendance and exclusion period are communicated to each family.

## Quality Area Two Improvement Plan

Standard/ Element	Outcome or Goal	Priority L/M/H	Steps to achieve this outcome/goal?	Success Measure	By when?	Progress Notes
2.3.2	To adhere to policy regarding application of sunscreen 20 minutes before exposure upon returning to outside space after time inside for lunch/sleep etc.	M	Discussion with Educators regarding how we can achieve this after sleep time and still allow children to fully engage in outdoor play.	All FDC Educators adhere to Policy and Sunsmart advice correctly.	March 2017	
2.2.1	Educators model healthy eating with children at mealtimes and discussing nutrition and foods included in meal.	M	FDC TL to remind FDC Educators about the benefits and requirement of modelling health eating	All FDC Educators regularly model healthy eating	March 2017	
2.1.4	Service to have current immunisation records for all children	M	FDC TL to email families to remind them to provide updates.	All children's Immunisation records are current within our service.	Ongoing	Alpine FDC adheres to the No Jab/No Play laws as introduced 1/1/16 for all new enrolments. Existing enrolment Immunisation records are updated only as advised by parents. However, at the beginning of each year all parents are requested to provide us with up to date copies of their child's immunisations. We do not always receive responses from all parents.
2.1.1	Each child with a medical conditions (e.g. asthma or at risk of anaphylaxis) has a risk minimisation and communication plan	H	FDC TL and Educators develop risk minimisation and communication plans for all newly enrolled children with various medical conditions or currently enrolled children with newly diagnosed medical conditions	Each child with a medical conditions (e.g. asthma or at risk of anaphylaxis) has a risk minimisation and communication plan	Ongoing	7.2.1 GM developed a standard communication plan as part of the risk minimisation plan (and updated the ACS Children with Medical Conditions Policy).

Standard/ Element	Outcome or Goal	Priority L/M/H	Steps to achieve this outcome/goal?	Success Measure	By when?	Progress Notes
2.3.4	Alpine FDC complies with the Child Safety Standards	H	ACS GM to conduct an audit of ACS's compliance with the standards ACS GM to implement any necessary actions to address any non-compliances	Alpine FDC complies with the Child Safety Standards FDC Educators to understand their responsibilities	Feb 2017	7.2.17 ACS GM completed the audit 14.2.17 ACS Leadership Team met to discuss the non-compliances and risk assessment of ACS ACS GM developed a new policy 'ACS Child Safety' to ensure compliance
2.3.4	GM, Alpine FDC TL & Educators complete the annual on-line training for mandatory reporting ACS maintains a record of completion	H	ACS GM to create a spreadsheet for all essential training	ACS has a record of this training ACS GM regularly checks the record to ensure ongoing compliance	Jan 2017	October 2016 GM created spreadsheet with auto-formatting to highlight when training is due to expire and expired.
2.3.4	ACS providing training on the ACS Child Safety Policy & Mandatory Reporting obligations	H	One of the ACS Team Leaders will be conducting the training session on Mandatory Reporting and the GM will be providing training on the ACS Child Safety Policy.	The FDC TL and Educators understand their mandated obligations and also the ACS Child Safety Policy	May 2017	



## Quality Area 3: Physical environment

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

### Quality Area 3: Standards and elements

<b>Standard 3.1</b>	<b>The design and location of the premises is appropriate for the operation of a service.</b>	
	Element	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.
	Element	Premises, furniture and equipment are safe, clean and well maintained.
	Element	Facilities are designed or adapted to ensure access and participation by every child in the service and to allow
<b>Standard 3.2</b>	<b>The environment is inclusive, promotes competence, independent exploration and learning through play.</b>	
	Element	Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and
	Element	Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective
<b>Standard 3.3</b>	<b>The service takes an active role in caring for its environment and contributes to a sustainable future.</b>	
	Element	Sustainable practices are embedded in service operations.
	Element	Children are supported to become environmentally responsible and show respect for the environment.

### Quality Area 3: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
3.1.2	regulation 103	Premises, furniture and equipment to be safe, clean and in good repair
3.1.1	regulation 104	Fencing and security
3.2.2	regulation 105	Furniture, materials and equipment
3.1.1	regulation 106	Laundry and hygiene facilities
3.1.1	regulation 107	Space requirements—indoor
3.1.1	regulation 108	Space requirements—outdoor space
3.1.1	regulation 109	Toilet and hygiene facilities
3.1.1	regulation 110	Ventilation and natural light
3.1.1	regulation 111	Administrative space
3.1.1	regulation 112	Nappy change facilities
3.2.1	regulation 113	Outdoor space—natural environment
3.1.1	regulation 114	Outdoor space—shade
3.1.3	regulation 115	Premises designed to facilitate supervision
3.1.2	regulation 116	Assessments of family day care residences and approved family day care venues
3.1.1	regulation 117	Glass (additional requirement for family day care)
	Related requirements	
	Part 3 of the National Law: Service Approval	

	regulation 25	Additional information about proposed education and care service premises
	Regulations 41-45	Service waiver and temporary waiver

## Summary of Strengths Quality Area Three

- All materials and equipment are developmentally and age appropriate.
- Each home is cleaned and well maintained.
- Indoor and outdoor equipment is monitored for safety, cleanliness and good maintenance.
- Physical environment is designed to enhance children's learning through exploration, discovery, experimentation and to follow their interests and some risk taking.
- Constant supervision and support provided by Educator.
- Storage of equipment is appropriate and adaptable to circumstance.
- Spaces are organised to enable individual and small group interactions.
- Equipment is stored and organised to enable children of all ages to choose for themselves and promote their sense of independence. Children are encouraged to help with packing up process.
- Equipment provided promotes and stimulates child's development and learning.
- Materials are plentiful and able to be replenished readily according to need.
- Equipment and materials offered are suitable in quantity to allow for sharing and group play.
- Outdoor learning spaces which invite interactions, exploration, risk taking, discovery and interactions with nature are incorporated into the Learning Program.
- Sustainability is a part of the educational program and practice - recycling, reducing water and electricity usage and gardening (where possible).

## Quality Area Three Improvement Plan

Standard/ Element	Outcome or Goal	Priority L/M/H	Steps to achieve this outcome/goal?	Success Measure	By when?	Progress Notes
3.3.1	Sustainable practices are embedded	M	Day to day sustainable practices are discussed at home visits Resources provided when appropriate by the FDC TL	Children are involved in sustainable practices Documentation of children's involvement in the educational program	Dec 2017	
3.3.2	Children are supported to become environmentally responsible and show respect for the environment	M	FDC TL to revitalise the resource pack	FDC Educators use the resource pack with children and document this in the educational program	Dec 2017	

## Quality Area 4: Staffing arrangements

This quality area of the *National Quality Standard* focuses on the provision of qualified and experienced educators, co-ordinators and nominated and experienced supervisors who are able to develop warm, respectful relationships with children, create safe and predictable environments and encourage children's active engagement in the learning program.

### Quality Area 4: Standards and elements

<b>Standard 4.1</b>	<b>Staffing arrangements enhance children's learning and development and ensure their safety and wellbeing.</b>	
	Element	Educator-to-child ratios and qualification requirements are maintained at all times.
<b>Standard 4.2</b>	<b>Educators, co-ordinators and staff members are respectful and ethical.</b>	
	Element	Professional standards guide practice, interactions and relationships.
	Element 4.2.2	Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships.
	Element	Interactions convey mutual respect, equity and recognition of each other's strengths and skills.

### Quality Area 4: Related sections of the National Law and National Regulations

<b>Standard/element</b>	<b>National Law (section) and National Regulations (regulation)</b>	
4.1	regulation 169	Offence relating to staffing arrangements
4.1	regulation 118	Educational leader
4.1	regulations 119-120	Age and supervision requirements
4.1	regulations 121-124	Minimum number of educators required
<b>Standard/element</b>	<b>National Law (section) and National Regulations (regulation)</b>	
4.1	regulations 125-128	Educational qualifications for educators

4.1	regulations 129-135	Requirements for educators who are early childhood teachers
4.1	regulation 136	First aid qualifications
4.1	regulations 137-143	Approval and determination of qualifications
4.1	regulation 144	Family day care educator assistant
4.1	regulations 145-15	Staff and educator records—centre-based services
4.1	regulation 153	Register of family day care educators
4.1	regulation 154	Record of staff, family day care coordinators and family day care educator assistants
	<b>Related requirements</b>	
4.1	section 161	Offence to operate education and care service without nominated supervisor
4.1	section 162	Offence to operate education and care service unless responsible person is present
4.1	section 163	Offence relating to appointment or engagement of family day care coordinators
4.1	regulations 46-54	Supervisor certificates
4.2	regulation 55	Quality improvement plans
4.1	regulation 168(2)(i) the placements.	Policies and procedures are required in relation to staffing including a code of conduct for staff members; determining responsible person present at the service and the participation of volunteers and students on practicum

## Quality Improvement Plan for QA4

### Summary of strengths for QA4

- Access to professional development offered for all and encouraged and related to educator appraisals and interests of education.
- Orientation procedure for new educators.
- Regular home visits held with Quality Assurance and educational topics included.
- Open discussion of decision making.
- Educators meet for social events to build teamwork.
- ACS Feedback & Complaints Policy clearly set out and reviewed by educators.
- Long serving FDC TL and 1 educator.
- Respect for each Educators' professional knowledge, experience, suggestions.



## Quality Area Four Improvement Plan

Standard/ Element	Outcome or Goal	Priority L/M/H	Steps to achieve this outcome/goal?	Success Measure	By when?	Progress Notes
4.1	More FDC Educators registered with Alpine FDC	M	Develop Press Release for new FDC Educator Submit Press Release to local newspaper and Alpine Shire Council	Article published in the local newspaper and Alpine Shire Council's newsletter promoting new FDC Educator and FDC as an option for child care	Mar 2017	
4.1.1	Educator files are well maintained and easy to access	H	FDC TL to organise files	Educators' files are well maintained with all relevant information clearly sorted and labelled	Jan 2017	17.1.17 Completed
4.2.1	All FDC Educators have a copy of the new ECA Code of Ethics	M	ACS GM to order brochures FDC TL to provide brochure to each FDC Educator FDC TL to follow up and check Educators understand the code	All FDC Educators have a copy of the new ECA Code of Ethics and understand the changes from the previous version FDC TL has ECA Code of Ethics as part of the ACS Policy Folder	Feb 2017	7.1.17 GM ordered brochures 7.2.17 FDC TL put brochure into ACS Policy Folder 14.2.17 FDC TL provide brochure to KW

Standard/ Element	Outcome or Goal	Priority L/M/H	Steps to achieve this outcome/goal?	Success Measure	By when?	Progress Notes
4.2.1	ACS has a clear code of conduct that is well understood by all staff and FDC Educators	M	ACS GM to overhaul the ACS Code of Conduct ACS to provide training on the new ACS Code of Conduct ACS to maintain a record of attendance at ACS Code of Conduct training	All ACS staff and FDC Educators have attended a code of conduct training session	Ongoing	March 2015 ACS Code of Conduct developed 13.2.16 ACS provided training session (KK and CM attended) 16.2.17 GM discussed with an ACS TL about the TL delivering the training for new educators. Proposing the training be conducted in Term Two 2017.
4.2.2 & 4.2.3	The new FDC Educator is welcomed and the two FDC Educators commence a professional relationship The FDC Team understands each others' strengths and skills	H	FDC TL to organise a dinner or morning tea	A social event was attended by TL and 2 FDC Educators	End of Feb 2017	20.2.17 The team had an enjoyable dinner. The FDC team was strengthened through networking.

## Quality Area 5: Relationships with children

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

### Quality Area 5: Standards and elements

<b>Standard 5.1</b>	<b>Respectful and equitable relationships are developed and maintained with each child.</b>	
	Element 5.1.1	Interactions with each child are warm, responsive and build trusting relationships.
	Element 5.1.2	Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.
	Element 5.1.3	Each child is supported to feel secure, confident and included.
<b>Standard 5.2</b>	<b>Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.</b>	
	Element 5.2.1	Each child is supported to work with, learn from and help others through collaborative learning opportunities.
	Element 5.2.2	Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
	Element	The dignity and the rights of every child are maintained at all times.

### Quality Area 5: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
5.2	section 166	Offence to use inappropriate discipline
5.1, 5.2	regulation 155	Interactions with children
5.2	regulation 156	Relationships in groups
	<b>Related requirements</b>	

5.1, 5.2	regulation 73	Educational program
5.1, 5.2	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
5.1, 5.2	regulation 162(2)(j) regulations	Policies and procedures are required in relation to interactions with children, including the matters set out in 155 and 156

## Quality Improvement Plan for QA5

### Summary of strengths for QA5

- Each child is respected and treated equally.
- Each child is supported to build and maintain sensitive, confident relationships with peers and educators.
- Appropriate strategies are used to promote and build positive and non-threatening behaviours.
- ACS respects the importance of building positive interactions between children, families and educators.
- Educators have an understanding of why children behave in certain ways.
- Promote developmentally appropriate behavioural guidelines and practices.
- Interactions are warm, responsive and build trusting relationships.
- Children are supported to build and manage their own behaviour and respond respectfully to others.
- Dignity and rights of every child is upheld at all times.
- Educators are sensitive to child's limitations.
- Curriculum provides for and extends on each child's strengths, interests and needs.
- Examples of child interactions with peers and educators are displayed in each home.
- Educators are readily available to support and scaffold child's learning.
- The FDC TL supports FDC Educators to develop behaviour guidance plans in consultation with families when needed.
- Educators support choices for children's play both inside and outside.
- The FDC TL supports FDC Educators to assist a family when a child is having trouble settling into the service.

## Quality Area Five Improvement Plan

Standard/ Element	Outcome or Goal	Priority L/M/H	Steps to achieve this outcome/goal?	Success Measure	By when?	Progress Notes
5.1.2	Documentation of children's learning shows evidence that educators' interactions with children are used to support the children's developing ideas, skills and relationships.	L/M	FDC TL to discuss with Educators FDC Educators to submit their monthly plan to the FDC FDC TL to ensure documentation includes the children's voice	Documentation includes the children's voice	March 2017	August to December 2016 Individual training session - ACS GM and TL established guidelines for documentation with CM
5.2	FDC Educators are able to access EAP when necessary	H	FDC TL to offer the EAP when appropriate (the health and stress levels of the FDC Educators are part of the home visit)	FDC Educators access EAP when necessary	Feb 2017	14.2.2017 FDC TL printed brochures to provide to each FDC Educator
5.2.2	FDC TL works with the Educator to develop a behaviour guidance plan as necessary	M	FDC TL to remind Educators that this support is available at home visit	Behaviour guidance plans are developed when needed	Feb 2017	

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

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

### Quality Area 6: Standards and elements

<b>Standard 6.1</b>	<b>Respectful supportive relationships are developed and maintained.</b>	
	Element 6.1.1	There is an effective enrolment and orientation process for families.
	Element 6.1.2	Families have opportunities to be involved in the service and contribute to service decisions.
	Element 6.1.3	Current information about the service is available to families
<b>Standard 6.2</b>	<b>Families are supported in their parenting role and their values and beliefs about child rearing are respected.</b>	
	Element 6.2.1	The expertise of families is recognised and they share in decision making about their child’s learning and wellbeing.
	Element 6.2.2	Current information is available to families about community services and resources to support parenting and family wellbeing.
<b>Standard 6.3</b>	<b>The service collaborates with other organisations and service providers to enhance children’s learning and wellbeing.</b>	
	Element 6.3.1	Links with relevant community and support agencies are established and maintained.
	Element 6.3.2	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
	Element 6.3.3	Access to inclusion and support assistance is facilitated.
	Element 6.3.4	The service builds relationships and engages with their local community.

## Quality Area 6: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)
6.1, 6.2, 6.3	regulation 157      Access for parents
	<b>Related requirements</b>
6.1, 6.2	section 172      Offence to fail to display prescribed information
6.1, 6.2, 6.3	section 175      Offence relating to requirement to keep enrolment and other documents
6.1, 6.2, 6.3	regulation 73      Educational programs
6.1, 6.2, 6.3	regulation 74      Documenting of child assessments or evaluations for delivery of educational program
6.1, 6.2, 6.3	regulation 75      Information about the educational program to be kept available
6.1, 6.2, 6.3	regulation 76      Information about educational program to be given to parents
6.1, 6.2, 6.3	regulation 80      Weekly menu
6., 6.2, 6.3	regulation 86      Notification to parents of incident, injury, trauma and illness
6.3	regulation 99      Children leaving the education and care service premises
6.3	regulation 102      Authorisation for excursions
6.1, 6.2,6.3	regulation 111      Administrative space (centre-based services)
6.1	regulation 168(2)(k)      Policies and procedures are required in relation to enrolment and orientation
6.1, 6.2, 6.3	regulation 171      Policies and procedures to be kept available
Standard/element	National Law (section) and National Regulations (regulation)
6.1, 6.2, 6.3	regulation 172      Notification of change to policies or procedures



6.1, 6.2, 6.3	regulation 173	Prescribed information is to be displayed
6.1	regulation 177	Prescribed enrolment and other documents to be kept by approved provider
6.1	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator
6.1, 6.2, 6.3	regulation 181	Confidentiality of records kept by approved provider
6.1, 6.2, 6.3	regulation 182	Confidentiality of records kept by family day care educator
6.1, 6.2, 6.3	regulation 183	Storage of records and other documents

## Quality Improvement Plan for QA6

### Summary of strengths for QA6

- Photos of Program in operation visible.
- Parents are invited and encouraged to have input into program through Learning Journals, Daily Reflection Journal. Learning Journals are available to take home.
- Policy review scheduled to seek parent input.
- Open Door Policy - parents and extended family welcome to visit at any time
- Educators are welcoming to parent suggestions and ideas and have open conversations regularly.
- Educators are able to liaise with other specialists in the Early Childhood industry to enhance child's needs.
- Liaise with parents and swap information for children with special health and dietary requirements.
- Orientation is tailored to individual needs.
- Communication is warm and respectful where parents feel valued.
- Educators acknowledge and respect beliefs and practices that families bring with them into the setting.
- Educators provide a practical source of information about resources and services.
- Requirements for children are tailored to their specific needs in consultation with parents and support networks involved with child

## Quality Area Six Improvement Plan

Standard/ Element	Outcome or Goal	Priority L/M/H	Steps to achieve this outcome/goal?	Success Measure	By when?	Progress Notes
6.1.2	Family's contributions are recorded in the documentation of children's learning	M	FDC TL to work with each Educator to develop a system/template that includes capacity for family's contributions	Family's contributions are recorded	March 2017	
6.1.2	Families are asked to review the ACS philosophy and the Educator's philosophy on an annual basis	M	FDC TL to print the ACS philosophy and give to all families to review	Families have been provided with the opportunity to contribute to the review of the philosophy	March 2017	
6.1.2	Families are surveyed about the FDC service Any feedback is incorporated into the QIP	M	GM to review family survey GM to distribute family survey via email or FDC TL to distribute via hardcopy	Families have been provided with the opportunity to give feedback about the service Service incorporated feedback into the QIP	March 2017  April 2017	
6.1.3	Families are advised of policy changes via email	M	GM to include FDC families into the Vision6 system	Families receive email updates in regards to policy changes	Feb 2017 & Ongoing	
6.2.2 & 6.3.3	FDC Educators are able to access the ACS Family Wellbeing Officers	M	GM to develop poster (similar to Staff Wellbeing & Contact Officer) FDC TL to provide information about the ACS Family Wellbeing Officers to each FDC Educator	Poster developed & FDC Educators know how to access the Family Wellbeing Officers to gain relevant information about local agencies and resources	Feb 2017	

Standard/ Element	Outcome or Goal	Priority L/M/H	Steps to achieve this outcome/goal?	Success Measure	By when?	Progress Notes
6.1.2	Families are invited to review the ACS Family Policies via email/hardcopy	H	FDC TL to commence family involvement as per the ACS Policy Review Procedure	Families are able to provide feedback	End of March 2017	14.2.17 GM to notify the FDC TL when the Child Safety Policy is ready for families to review.

## Quality Area 7: Leadership and service management

This quality area of the *National Quality Standard* focuses on effective leadership and management of the service that contributes to quality environments for children’s learning and development. Well-documented policies and procedures, well-maintained records, shared values, clear direction and reflective practices enable the service to function as a learning community. An ongoing cycle of planning and review, including engagement with families, creates the climate for continuous improvement.

### Quality Area 7: Standards and elements

<b>Standard 7.1</b>	<b>Effective leadership promotes a positive organisational culture and builds a professional learning community.</b>	
	Element 7.1.1	Appropriate governance arrangements are in place to manage the service.
	Element 7.1.2	The induction of educators, co-ordinators and staff members is comprehensive.
	Element 7.1.3	Every effort is made to promote continuity of educators and co-ordinators at the service.
	Element 7.1.4	Provision is made to ensure a suitably qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning.
	Element 7.1.5	Adults working with children and those engaged in management of the service or residing on the premises are fit and proper.
<b>Standard 7.2</b>	<b>There is a commitment to continuous improvement.</b>	
	Element 7.2.1	A statement of philosophy is developed and guides all aspects of the service’s operations.
	Element 7.2.2	The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement.
	Element 7.2.3	An effective self-assessment and quality improvement process is in place.
<b>Standard 7.3</b>	<b>Administrative systems enable the effective management of a quality service.</b>	
	Element 7.3.1	Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements.
	Element 7.3.2	Administrative systems are established and maintained to ensure the effective operation of the service.

	Element 7.3.3	The Regulatory Authority is notified of any relevant changes to the operation of the service, of serious incidents and any complaints which allege a breach of legislation.
	Element 7.3.4	Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely
	Element 7.3.5	Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.

## Quality Area 7: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
7.1.5	section 12	Applicant must be fit and proper person (provider approvals)
7.1.5	section 13	Matters to be taken into account in assessing whether a fit and proper person (provider approvals)
7.1.5	section 21	Reassessment of fitness and propriety (provider approvals)
7.1.5	section 109	Matters to be taken into account in assessing whether fit and proper person
7.3.1	regulations 158-162	Attendance and enrolment records
7.1.5	regulation 163	Residents at family day care residence and family day care educator assistants to be fit and proper persons
7.1.5	regulation 164	Requirement for notice of new persons at residence
7.3.1	regulation 167	Record of service's compliance
7.1.1, 7.3.1, 7.3.4,	regulations 168-172	Policies and procedures
7.3.1	regulations 173-176	Information and record-keeping requirements
7.3.1	Regulations 177-180	Prescribed records
7.1.1	regulations 181--184	Confidentiality and storage of records
	<b>Related requirements</b>	

7.1.5	regulation 14	Application for provider approval by individual
7.1.5	regulation 15	Application for provider approval by person other than an individual
7.1.5	regulation 16	Matters relating to criminal history
7.2.3	regulation 31	Condition on service approval - Quality improvement plan
7.1.5	regulation 46	Application for supervisor certificate
7.2.1, 7.2.3	regulations 55-56	Quality improvement plans

## Quality Improvement Plan for QA7

### Summary of Strengths

- Effective interview process.
- Management are open to suggestions from employees.
- Low staff turnover (permanent staff).
- Regular involvement of all stakeholders.
- Surveys available for families.
- Policy and procedures are reviewed regularly with involvement from staff and families.
- ACS hosts a biannual conference with educators from the region invited to attend.
- ACS hosts a smaller biannual conference with ACS educators invited to attend.
- The Service has a Timesheets, Leave Arrangements & Expenses Policy whereby the ACS GM and FDC TL do not have any planned leave simultaneously - thereby strong continuity of support for Educators.
- ACS has a Staff Feedback & Complaints Policy



## Quality Area Seven Improvement Plan

Standard/ Element	Outcome or Goal	Priority L/M/H	Steps to achieve this outcome/goal?	Success Measure	By when?	Progress Notes
7.1.3	Create an avenue for FDC Educators to improve wellbeing.	M	Provide information about Staff Wellbeing and Contact Officer to FDC Educators	FDC Educators understand the role of the Staff Wellbeing and Contact Officer and understand how to access them	Mid March 2017	14.2.2017 FDC TL printed poster
7.1.3	Ensure FDC Educators are able to access the Employee Assistance Program (EAP)	M	Provide information about the EAP to FDC Educators	FDC Educators understand the EAP and how to access the program	Mid March 2017	14.2.2017 FDC TL printed brochures
7.2.1	FDC Educators are provided with the support to develop their own philosophy	L	FDC TL to discuss this at a home visit	FDC Educators have their own philosophy about education and care (where applicable)	June 2017	
7.2.3	Families are able to provide feedback about the QIP	M	FDC TL to provide a copy of the QIP to each Educator to display for families to access	QIP available	March 2017	
7.1.2	Position description for FDC Educators	M	GM to develop a FDC Educator position description FDC TL to provide this to each FDC Educator	Position description developed and the Educators understand their role and responsibilities	April 2017	
7.2.1	New improved format for Staff Appraisals	H	GM to reformat the appraisal form in line with FDC Educator Position Description FDC TL to implement new format	More informed Appraisal system	April 2017	

Standard/ Element	Outcome or Goal	Priority L/M/H	Steps to achieve this outcome/goal?	Success Measure	By when?	Progress Notes
7.1.2	Update Interview Form for employing prospective new Educators	H	FDC TL and GM to review and update	Updated interview form in place	Dec 2017	November 2016 GM updated form. TL reviewed form GM and TL implemented form with new FDC Educator