

## Service details

<b>Service name</b>	<b>Service approval number</b>
Lake View Children's Centre	SE-00004255
<b>Primary contact at service</b>	
Jenny Griffiths	
<b>Physical location of service</b>	<b>Physical location contact details</b>
Street: Lot 1 Reserve Drive Suburb: Mt Beauty State/territory: Victoria Postcode: 3699	Telephone: 0357544848 Fax: 0357544820 Email: <a href="mailto:lakeview@alpinechildrensservices.asn.au">lakeview@alpinechildrensservices.asn.au</a>
<b>Approved Provider</b>	<b>Nominated Supervisor</b>
Primary contact: Jenny Griffiths Telephone: 0357544848 Mobile: 0439 999 788  Email: <a href="mailto:jgriffiths@alpinechildrensservices.asn.au">jgriffiths@alpinechildrensservices.asn.au</a>	Name: Isabelle Raw Telephone: 0357544848 Mobile: 0429441138  Email: <a href="mailto:iraw@alpinechildrensservices.asn.au">iraw@alpinechildrensservices.asn.au</a>
<b>Postal address (if different to physical location of service)</b>	
Street: PO Box 175 Suburb: Mt Beauty State/territory: VIC Postcode: 3699	

## Operating hours

For each day of the week this service is open, indicate the times of the day when education and care is provided.

For centre-based services, this does not include non-contact hours for staff. Please nominate the scheduled opening and closing times using 24 hour clock (e.g. 07:30 to 18:00) rather than the actual opening and closing times (e.g. 06:55 to 18:10) if different. Round times to the nearest quarter of an hour.

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

For family day care services or multi-site services, please provide the operating hours of the service office.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	08:00	08:00	08:00	08:00	08:00		
Closing time	18:00	18:00	18:00	18:00	18:00		

## 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.

- Pupil Free Day - 7.10.2016
- Four year old Sessional Kindergarten closed during school holidays and operates Tuesday to Thursday 09:00 to 2:00 with children attending 3 sessions.
- Three year old Kindergarten operates Monday, Wednesday and Friday 9:30-12:30

How are the children grouped at your service?

- Room One: 6 weeks to 3 years old
- Room Two: 3 to 5 years old
- Room Three: 3 to 5 years old

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

## 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

- Effective communication amongst educators improves knowledge and promotes understanding of the framework
- A focus is provided on the inclusion of children's needs, diverse experiences, perspectives, expectations, knowledge and skills into the educational program
- Each child's learning is celebrated through learning journals
- Relationships with children are strengthened by building relationships with families
- Educators involve children with everyday activities
- Engage with families in their child's learning
- The educational program is evaluated whilst the program is being implemented on the program with all extensions documented and clearly marked for other educators to implement.
- Opportunities for families to come and discuss their child's learning with educators.



## 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 all educators have comprehensive knowledge of the assessment children's knowledge.	M		Educators will be able to assess a child's learning by interpreting the learning that has taken place when doing observations. This will reflect in the children's Learning Journals.		Summative assessments done twice a year. June 2016 - due to relocating back to Lake View Children's Centre after being redeveloped we will only be doing Summative assessments once this year. Summative Assessments completed. Discussions to be had as a team around documentation and continuing to provide learning journeys, focussing on the progress of learning - quality not quantity, and the process followed for learning journeys.
1.2.3	Allow each team of educator's time for critical reflection.	M	At staff meetings educators will have the opportunity to talk with a series of reflective questions to promote quality discussion.	This will be evident in educators practice and routines within each room as there is little time for discussion at present with all educators working in each room.		June 2016 - each room receives 45 minutes weekly. Kiewa room has struggled to have regular time due to public holidays on Mondays. This will improve over next 6 months as there are no more public holidays - consider possibility of a different day for next years allocation. Has occurred regularly for each room dependent on staffing. Worth a discussion at staff meeting to see what educators feel works best.
1.2.3	Ed. Leader to attend the room meetings to keep abreast of what is happening in each program and how educators are reflecting on their practices.	M	Staffing to ensure that Helen is available for meetings. Meetings held at set times to be able to staff.	Ed. leader to attend a room meeting per term.	All year`	Have managed to meet with each room once per term only due to staffing. Have organised to have Ed leader hrs off the floor for remainder of year which will allow for time in each program with all educators. Have not managed to attend meetings with the Bogong Room. Consider when rostering for 2017.
1.2	For all educators to contribute to the planning and programming.	H	Allocate time for programming. Expectation of one observation and programmed experiences fortnight, for one focus child.	Ed. Leader to check in monthly.	Ongoing	This has been achieved. All educators have a focus child, have regular programming time, are completing observations, summative assessments, future planning and contributing to the daily planner.

Standard/ Element	Outcome or Goal	Priority L/M/H	Steps to achieve this outcome/goal?	Success Measure	By when?	Progress Notes
1.1.4	To continue to work on the planning cycle and how this can be incorporated into our practices.	H	Ed. Leader to check programming monthly. Ed. Leader to meet with staff individually each term to discuss how this happening. Ed. Leader to continue to provide information and support about the planning cycle. ECA documentation webinar for All educators? - EE, DC and SS.	Ongoing regular meetings and feedback from educators about how it is happening. Completion of the webinar.	Ongoing	Have checked programming monthly. Due to relocation and lack of internet, programming has been acceptable due to circumstances. Have talked with all staff re: programming and provided ongoing support through discussions about how planning is happening. Plan to display planning cycle in new meeting room, and provide continuous information about this process throughout remainder of year. Use of planners has been great. Momentum has resumed now we are all settled in the new building. Discussion to be had regarding the amount of documentation. The planning cycle is displayed in the meeting room.
1.2.1	To provide more encouragement of curiosity and logical thinking in the education program.	M	Review education program, activities and problem solving with the Ed. Leader and work this into the program.	The planning cycle is evident within the program for individual children. Children are provided with intentional teaching opportunities and this is documented.	Ongoing	Helen still to address this one. Will provide some documentation about it for educators with follow up discussion for a team meeting.

## 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

- Diary kept in rooms to document any changes to children's routines, health, lifestyle etc.
- Allergy and intolerance sheets with photos of children on food trolleys.
- Spread sheet kept by admin to ensure staff go to training when certificates are going to expire; first aid, anaphalaxis, safe food handling, CPR and asthma training.
- Immunisation status checked upon enrolment.
- Parents are involved in reviewing of policies and informed of changes to policies.
- Families are notified of disease outbreaks with notice put on front door and handouts available.
- Centre has been approved by Start Right Eat Right program.
- Children are supervised at all times.
- Children's sleeping and eating information on whiteboard for parents with nappy changes documented in bathroom.
- Individual children's food needs met.
- Staff sit and eat same food as children at meal times.
- Daily yard checks carried out.
- Following the emergent curriculum, children are provided with choices; indoor and outdoor play when possible, active or quiet activities available to meet the needs of individual or groups of children.
- Sun Smart practices in place.
- Regular training provided for staff to stay up to date with practices related to health and safety.

## 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
2.1.4	To have current immunisations status on all children using the service.	M	Every 3 months send out a form asking families for updated information in regards to their child's Dietary requirements, needs and updated immunisation status.	Forms will come back with changes.	Start sending them out in March 2014.	New enrolment forms with Immunisation details will be completed for 2014 at end of 2013. Reminders sent out quarterly to families.
2.2.1	Food trolley lists to be regularly updated with photos and children's dietary requirements.	H	Changes to be made by educators on both food trolleys, and in kitchen when given by families. Every 3 months when updated info form has been returned, Admin will update food trolleys.	Updated lists for food trolleys every 3 months.	November 2012	This is ongoing, to be done every three months.
2.2.1	Availability of and encouragement to, drink more water.	H	Ensure children drink at regular intervals by reminding them throughout the day. Ensure all children are aware of and understand where their drink bottles are kept.	Families will not be indicating that their child is not drinking enough whilst at the centre.	Ongoing	June 2016 - Feedback about children not drinking enough water is minimal. Children have constant access to water and are also reminded to drink throughout the day.



## 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 flexible
<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

- Children have a large outdoor area for their physical play.
- Play spaces provided respect the different needs of children; quiet areas, areas for group play, areas where children can play alone, this is provided both indoor and outdoor.
- Children are able to access resources from outside shed for their play.
- When viable the children are able to participate in an indoor/outdoor program.
- Emergent curriculum provides the children with choice of materials and activities provided.
- Diverse range of developmentally appropriate resources for children are provided.
- Sustainability practices are implemented by educators and part of the program for children.
- Rainbow garden with worm farm and edible plants for the children to explore.
- More complex climbing equipment is provided to extend children (high expectations).
- 'Alpine Green Gums' a newsletter about sustainability is produced bi-annually for families.

## 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
3.2.2	To have extra money to buy resources that is wanted for the children.	L	Talk to the children about what they want to play with. Develop a visual display of resources children would like. Organise some fundraising to be able to buy resources.	Having a list devised by the children. Purchasing of new equipment.	February 2013	Staff have been involved in fundraising and have purchased new equipment. We do need to involve the children in decision making.
3.3.1	For children and families to be more actively involved with sustainable practices within our service.	M	Envo our sustainable Bear to start going home with families.  All educators to have done a talking tub with the children and a floorbook experience.  Worm containers for the children to use at meal times and then go feed the worms.	Documentation in Envo's Journal from families.  Floorbook being completed by children with educators.  Lots of happy worms.	June 2014 - ongoing  August 2014  June 2014	Envo is going home weekly with the 3 YO Kinder Children. June 2016 - this will commence again in Term 3.  June 2016 - Educators are becoming more confident in using the floorbooks. The talking tub is used if the need arises.  June 2016 - The children are assisting in the feeding of the worms but containers are not being used on the tables at meal times.
3.3	For sustainability officers in conjunction with all educators to explore the potential for introducing Bush/Kinder playgroup within our service	M	SO's to lead discussions with educators, families and interested parties (Jarrod Paine and Tony Keeble). To research and plan how this could potentially work for our service, and present to educators.		Ongoing throughout 2016 with a decision for 2017 to be decided.	Due to relocation timing has not been right for this. Wild Things is still be run by Jarrod Paine and he is still interested in working together in the future. Helen has discussed with Donna the prospect of Donna driving this project and will organise time with Donna to plan objectives and goals of how we can make this happen in 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

- Consistency of permanent staff on regular days.
- Highly qualified staff with majority of staff having; A Bachelor of Early Childhood Teaching, Diploma or Cert III in Children's Services.
- New staff receive an induction and work alongside another staff member for 6 hours prior to being counted as ratio's.
- Staff have developed a Staff Code of Conduct that guides interactions and how staff conduct themselves whilst at the centre.
- Photo's of staff on doors so families can see if there are any staff changes.
- Letters go out to families with a photo introducing any new staff members.
- Communication folder in staff room provides the opportunity for staff to have a voice and for it to be heard, as well at staff meetings.
- Staff appraisals to discuss further developing skills and setting goals.
- Transitioning children from 0-3 room to 3-5 room so children can form relationships with other staff members.



## 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
4.2.1	A shared philosophy for all services at the centre.	M	Management to work collaboratively with all stakeholders to develop philosophy.	A philosophy meeting the needs of all stakeholders.	April 2013.	The new philosophy has been done in consultation with families and educators. The final copy has not been published yet. June 2015 - Final version has been released. July 2015 - Display in Foyer with Philosophy and photos for families.
4.2.3	Interactions convey mutual respect, equity and recognition of each other's strengths and skills.	H	Training provided by management around code of conduct and Managing difficult conversations.	Completion of Code of Conduct training. Information passed onto all educators re: managing difficult conversations.		Completed in February and March 2016.
4.2.3	To conduct a team building event twice throughout the year.	M	Mid year and yearly social events. Yearly being staff Christmas Party.		Year end	June 2016 -Ongoing
4.2.2	Room tablets cleared bi-monthly and check back with educators re: how they are going.	H	Helen to clear and sort initially, then if this is making them work better will show other educators how to clear.	Notes in planners re: how they are working and when they are cleared.	Ongoing throughout year	Yet to clear - Feb Not achieved to date.
4.2.3	Conflict resolution and assertiveness coaching.	M	EL and TL to source training in this area.	Completion of training	July	
4.2.2	All educators to have opportunities to lead whole group experiences.	M	Room leaders to ensure all educators have opportunities to plan and lead whole group experiences.	Room leaders through room meetings.	Mid Year	June 2016 - Ongoing
4.2.2	Basic word processing skills	M	EL and TL to spend time with educators to support. Will seek outside training if required.		Term 2	June 2016 - Ongoing as need arises.
4.2.2	Leadership Skills Training	M	G.F to attend	Completion	Year end	

Standard/ Element	Outcome or Goal	Priority L/M/H	Steps to achieve this outcome/goal?	Success Measure	By when?	Progress Notes
4.2.2	Time Management support - E.F	M				
4.2.2	Keeping each other informed	H	Include service updates in the ACS Board key messages. Room meetings to give a summary of outcomes. Green team, catering etc to provide a summary from meetings.	Documentation in Communication folder from these meetings.	Ongoing	June 2016 -This is being done regularly.
4.2.2	Continue to build healthy working relationships amongst staff.	H	Have an emphasis on consistent and regular room meetings. Participate in team building exercises at staff meetings.	Documentation will be kept from these regular meetings. Collaborative relationships amongst educators.	Ongoing	June 2016 - This occurs most weeks. When setting times for next year TL needs to ensure that meetings are not scheduled for Mondays, due to Public Holidays.
4.2.2	Improve staff's clarity about their own role and the role of others.	M	Create a document that includes all positions with a summary of each role within Lake View Children's Centre and within ACS.	Document completed and distributed to employees.	June 2016	June 2016 - All educators receive their Position Description with their Performance Appraisals.

## 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

- Develop nurturing and consistent relationships where children feel safe and secure.
- Ask open ended questions when speaking with the children.
- Providing the tools that children need for play.
- Scaffolding children's learning.
- Role modelling positive interactions.
- Being open and honest with children.
- Encouraging children to self regulate their emotions and feelings.
- Being accepting of each child as a unique individual.
- Valuing children's thoughts and ideas.
- Providing incursions and excursions for the children.
- Working with other early childhood professionals to develop and implement consistent goals.
- Develop behavioural guidance plans in consultation with families.

## 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
5.2.3	Children being given the opportunity to finish what they are working on before moving on to the next thing.	H	Critical Reflection with thought provoking questions at a staff meeting. Why do we not want the children to come and eat now? How do you think you are preparing the children for the next thing?	Children will have the opportunity to transition from one activity to the next without being rushed.	March 2014	June 2016 - Completed

## 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

- Parent orientation process.
- Open door policy.
- Policy reviews.
- Parents given the opportunity to be on the Management Committee.
- Families invited to share skills.
- Survey's provided so centre can improve practices.
- Communication with families through Learning Journals, daily reflection journal, displays, communication board, newsletters, verbal communication at drop off and pick up times.
- Communication books for special need children or younger children if families need this.
- Onsite Maternal & Child Health, Toy Library, Play Group, Long Day Care & Kinder.
- Meetings with other allied health professionals and early childhood professionals.
- Transition statements.
- Parent/educator mid-year meetings offered.
- 'School readiness' evening offered to families.
- Incursions and Excursions within the community.
- 0-8 Early years network meetings occurring once a term.
- ISS funding applied for the inclusion of children.
- Community services attend staff meetings e.g. Child First.

## 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	To improve families opportunities to contribute to the development and review of the service's philosophy and Quality Improvement Plan.	H	<ul style="list-style-type: none"> <li>• Include the service philosophy and QIP on the service website.</li> <li>• Communicate this to families in the service newsletter.</li> </ul>	<ul style="list-style-type: none"> <li>• Service philosophy and QIP on website</li> <li>• Inclusion in newsletter families provided with the opportunity to contribute to the QIP</li> <li>• Display in Foyer about QIP and involving families and children</li> </ul>	<p>August 2012 till November 2012</p> <p>Sept 2016</p>	Inclusion to be included in next newsletter (April 2014).
6.3.3	To improve skills in communicating with all children	H	<ul style="list-style-type: none"> <li>• Key Word Sign training</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of training</li> <li>• Use within program</li> </ul>	2015	Training completed with most educators attending
6.3	Support around School Transition	H	TL and GM to provide ongoing support to E.F re: school transitions. T.L. to attend EYN meetings.		Year End	
6.1.2	Parents to have a greater contribution to and awareness of Policy Reviews.		ACS policies were overhauled in 2014. The policy review cycle will again begin in 2016. Families will be invited to contribute via a formal review process.		2016	
6.1.2	Greater communication about how families can become involved with Lake View Children's Centre and what the		Increase communication methods (email, notices, social media) about opportunities available with Lake View Children's Centre including;		Sept 2016	Flyer to be developed with Rachelle about how families can be involved in the Service.

Standard/ Element	Outcome or Goal	Priority L/M/H	Steps to achieve this outcome/goal?	Success Measure	By when?	Progress Notes
	opportunities are.		<ul style="list-style-type: none"> <li>• Family &amp; friends Group</li> <li>• Committee of Management</li> <li>• Kinder Program</li> <li>• Outside space redevelopment</li> </ul> <p>Opportunities to be distributed at the start of each year and all new enrolments.</p>			

## 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

- Openness to suggestions from employees.
- Low staff turnover (permanent staff).
- Permanent staff employed to provide continuity of care for children.
- Communication between educators is encouraged and time is given off the floor for this to occur as needed.
- Regular involvement of all stakeholders.
- Surveys available for families.
- Computerised system makes it easy to access relevant information about children and families.
- Policy and procedures are reviewed regularly with involvement from staff and families.
- Support is provided for staff to gain higher qualifications.



## 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	G.T to attend next staff orientation procedure for experience.	L	Make this opportunity available to G.T when it next arises			
7.1.1	Improve communication from leadership team	M	JG to ensure minutes are distributed to team			June 2016 - Ongoing.
7.1.1	Support staff during re-development project	H	<ul style="list-style-type: none"> <li>Examples - relocating the centre - consult and seek feedback from staff</li> <li>Provide additional paid hours to aid relocating e.g. de-cluttering and packing</li> </ul> Provide additional paid hours to aid in any extra jobs whilst relocated e.g. setting up and packing away during the week and outsourcing laundry			May 2016 - Completed.
7.2.2	Understanding personal role	M	<ul style="list-style-type: none"> <li>Provide reformatted and consistent employment contracts to all ACS staff including relief staff</li> </ul> Include position description with the employment contract			June 2016 - Completed.

Standard/ Element	Outcome or Goal	Priority L/M/H	Steps to achieve this outcome/goal?	Success Measure	By when?	Progress Notes
7.3.4	The process to supplying feedback and understanding grievance procedures to be more readily available and clear for families.	H	<p>The Feedback and Complaints process will be circulated at the start of each year and with all new enrolments.</p> <p>Copies of the Feedback and Complaints process will be available in the foyer at LVCC for parents to access at any time, on the website and in the parent handbook.</p>			