



Australian Children's
Education & Care
Quality Authority

Appendix 2: Quality Improvement Plan template

OCTOBER 2011

Service details

Service name	Service approval number
Mountain View Children's Centre	
Primary contact at service	
Jenny Griffiths	
Physical location of service	Physical location contact details
51 Prince St Suburb: Myrtleford State/territory: Victoria Postcode: 3737	Telephone: 0357522111 Mobile: 0439 999 788 Fax: 0357522240 Email: jgriffiths@alpinechildrensservices.asn.au
Approved Provider	Nominated Supervisor
Primary contact: Jenny Griffiths Telephone: 0357544848 Mobile: 0439 999 788 Fax: 0357522240 Email: jgriffiths@alpinechildrensservices.asn.au	Name: Jenny Rinaldo Telephone: 0357522111 Mobile: Fax: 0357522240 Email: jrinaldo@alpinechildrensservices.asn.au
Postal address (if different to physical location of service)	
Street: PO Box 692 Suburb: Myrtleford State/territory: VIC Postcode: 3737	

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	07.45	07.45	07.45	07.45	07.45		
Closing time	17.45	17.45	17.45	17.45	17.45		

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 – 19.10.12

How are the children grouped at your service?

- Room One: 6 weeks to 2 years old
- Room Two: 2 years old to 3 years old
- Room Three: 3 to 4 years old
- Room Four: 4 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

For family day care services, indicate the number of educators currently registered in the service and attach a list of the educators and their addresses.

No. of educators:

Service statement of philosophy

Please insert your service's statement of philosophy here.

Our early childhood educators provide a warm, caring and sensitive environment. We understand the importance and value of **play**. This stimulates your child's growth and development so they can reach their full potential. We operate as a centre that promotes inclusiveness and embraces diversity. We strive to maintain a balance between home and centre life promoting the children's sense of security and belonging.

At Mountain View Children's Centre we value each other, our environment and ourselves.

We believe we should treat each other, as we ourselves would want to be treated. This includes being treated:

- With respect
- With kindness
- With honesty
- In a friendly and helpful manner
- In a cooperative manner (sharing and taking turns)
- In a way that includes others in our work and play.

We have a responsibility to:

- Play sensibly and fairly
- Look after other people's things as we would our own
- Think of the consequences of what we say and do
- Show appreciation and acknowledgement when other people do things for us.

We want to feel safe in our centre and enjoy our play times, therefore:

- We need to play and move around in a way that is safe for other people and ourselves
- Out of bounds areas are unsafe and that is why we don't play there.

We value our environment and want it to be safe, clean and attractive. We are all responsible for looking after our play areas. This includes:

- Our belongings
- Our equipment
- Our trees and plants
- Recycling when possible
- Putting rubbish in the bins.

Children are treated with respect and as individuals, with appropriate expectations and boundaries. Positive behaviour is consistently reinforced by our educators. **Educators communicate with children in a respectful manner** and engage them in the following experiences:

- | | |
|----------------|-------------------------|
| • Creative | • Imaginary |
| • Intellectual | • Physical |
| • Social | • Health and well-being |
| • Self-help | • Sensory |
| • Spontaneous | • Cultural Diversity |

Educators, administration staff and management of the centre are committed to:

- The Australian Early Childhood Association Code of Ethics (2006)
- The Early Years Learning Framework for Australia
- The Victorian Early Years Learning and Development Framework
- Using portfolio's to document the celebrations of a child's growth and learning
- Involving families in their child's education
- Emergent curriculum
- Confidentiality for children, families and staff
- Program planning that caters for the needs of all children
- Positive and effective communication
- Sustainable practices
- Professional development to ensure continuous quality improvement of the service.

Quality Area 1: Educational program and practice

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

Quality Area 1: Standards and elements

Standard 1.1	An approved learning framework informs the development of a curriculum that enhances each child's learning and development.	
	Element 1.1.1	Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
	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.
Standard 1.2	Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.	
	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 program.

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

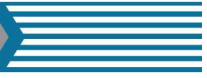
Standard/element	National Law (section) and National Regulations (regulation)	
1.1	section 168	Offence relating to required programs
1.1	section 323	Approved learning framework
1.1	regulation 73	Educational programs
1.1	regulation 75	Information about the educational program to be kept available
1.1	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 for QA1

Strengths
<ul style="list-style-type: none"> • Each child's learning is celebrated through learning portfolios and parents are encouraged to view at any time. • Children are given the opportunity to make choices and are exposed to a variety of experiences. • The educational program revolves around the children's interest, skills, knowledge, their needs and experiences. • The program has good routines which gives children confidence throughout the day feeling safe and secure. • Educators are communicating and helping one another on the framework to improve knowledge and understanding. • Educators build relationships with families and through communication, white boards and portfolios the children's learning is shared to encourage solidation of their growth experience

- Routines throughout the day provide learning opportunities for children
- Parents are encouraged to be part of the curriculum.
- The daily journal provides families with information about our curriculum.
- Floor books are allowing children's voices to be heard and their ideas to be extended.
- Educators mentor and support each other and share knowledge.
- Room meetings allow educators to collaborate to plan experiences and activities.
- Parents encouraged and invited to be part of our curriculum .



Key improvements sought for QA1

Standard/element 1.1	An approved learning framework informs the development of a curriculum that enhances each child's learning and development.	
	Identified issue	Some of the educators need to improve their knowledge on the frameworks and the value of how it all relates to children's learning and incorporating into the program.
Standard/element 1.2.1	Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.	
	Identified issue	The educators need to improve their understanding of the ongoing cycle of planning, documenting and evaluation.
Standard/element 1.2.2	Educator's respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.	
	Identified issue	Service needs to ensure all educators understand the theory and application of intentional teaching.
Standard/element 1.2.3	Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.	
	Identified issue	Service needs to ensure all educators are provided with the opportunity to reflect on the educational program and on their own practices and make changes where necessary.

Standard/element 1.2.3	Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.	
	Identified issue	Educators feel they need time together to critically reflect on the programs and children's learning and development.
Standard/element 1.2.1	Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.	
	Identified issue	Planning time needs to be extended and Educators to use their time productively.
Standard/element 1.2.1	Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation	
	Identified issue	Ensure that educators understand the cycle and are implementing it.
Standard/element 1.1.6	Each child, agency is promoted, enabling them to make choices and decisions and to influence events and their word.	
	Identified issue	Children's ideas relating to their environment are included in the program.

Improvement Plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1.1	Understanding the Early Years Learning Framework and how it applies to the educational program.	H	On-line training with Modules for VEYLDF	After completing the modules Educators will bring back to a staff meeting what they have learnt and during the modules will be contributing to the program.	One module to be done a term starting term 3 2013	At the staff meetings the manager will be going through one principle making sure the educators understand this and then discuss what we do well at the centre and what we need to improve on. The educational leader will Keep continuing every staff meeting with a new principle.
1.2.1	That all educators have a comprehensive knowledge of the assessment for children's learning.	H	Educational Leader to provide information to other educators at a staff meeting.	When doing observations educators will be able to interpret the learning that has taken place.	The next staff meeting – Sep 2013	At the staff meetings the educational leader is providing information to all educators and handing out information for them to keep on 4 th June. As we do not have a program on the wall everything is put into our daily learning journals about the childrens activities for the day and is then reflected upon as to what the children got out of this. Any future planning is added as well. The educational leader handed out a sheet on the information that need s to be included in this daily learning journal. The educational leader is attending all educators planning time to see if everyone is on track .
1.2.2	Understanding the theory of intentional teaching.	M	Discuss the EYLF PLP Newsletter No.2 2010	Educators will have an improved understanding of intentional teaching and this will be evident in the program plans.	September 2013	Will discuss this at next staff meeting which is in Sep 2013. Completed.
1.2.3	Understanding the need for critical reflection.	M	Ongoing discussions at meetings with series of reflective questions to promote quality discussion and practices.	All educators will have an improved understanding of the process of critical reflection.	August 2013	This was discussed at staff meeting in June 2013 and a handout was given out to all educators.

1.2.3	Time for educators to come together and critically reflect on: <ul style="list-style-type: none"> • Embedding sustainability • Programs and planning • Routines • Upcoming events 	H	Fortnightly room meetings. Room will keep a critical reflection diary.	Improved communication to enhance programs and planning , Educator feedback	March 2014	First room meetings commenced in march 12.3.2014 and 14.3.2014. Room meeting are occurring every two weeks. Educators are finding this a positive and essential process. Educators can plan, reflect and discuss programs, plans and routines. Minutes from the meetings are made available to all staff and are kept in a minute's book in each room. From 11.7.2014 Minutes are now emailed out to all educators.
1.2.1	Educators to have more planning time and to use it more effectively.	H	Educators to use screen and to respect each other's planning .Discussion at a staff meeting on ways use time more effectively and smarter. Discuss planning times with management.	Feedback from staff. Enhanced programs for children.	April 2014	A screen was purchased and provided to educators in April 2014. 15.4.2014 at a staff meeting E.L discussed ideas and strategies on how to work more productively. At 9.9.2014 staff meeting, educators discussed fortnightly planning. Giving educators a longer block of planning.
1.2.1	Educators to use a cycle of planning, documenting and evaluating	H	At staff meetings reflect on current practices and discuss ways to ensure we are following the cycle.	Documentation that shows the planning cycle	April 2014	At 15.4.2014 staff meeting educators critically reflected upon emergent curriculum. E.L gave all educators a information sheet re the planning cycle. E.L mentored other educators during April re the planning cycle. At 4.6.2014staff meeting revisited the planning cycle ,looked at samples, reflected and discussed as a group.
1.1.6	Use children's ideas and involve them in decisions and projects relating to their environment.	M	Mind map and floor books training. Each room to have their own floor book. Educators to consult with children through discussions, mind maps and floor books.	Evidence through observations, floor books and daily journal on how children's thought, ideas and points of view have been incorporated into program.	Ongoing	At March staff meeting E.L demonstrated a mind map. At M.V.C.C conference on 22.5.2014 Nikki Buchan will deliver floor book and mind map training. On 22.5.2014 many educators attended Nikki floor book training . Educators have implemented floor books as a planning tool and use floor books and journals.

Quality Area 2: Children's health and safety

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

Quality Area 2: Standards and elements

Standard 2.1	Each child's health is promoted.	
	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 relaxation.
	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 guidelines.
Standard 2.2	Healthy eating and physical activity are embedded in the program for children.	
	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.
Standard 2.3	Each child is protected.	
	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 implemented.
	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 neglect.



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

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, 2.3.3	regulation 162	Health information to be kept in enrolment record
2.1.1, 2.1.3, 2.1.4, 2.2.1, 2.3	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: (i) nutrition, food and beverages, dietary requirements; and (ii) sun protection; and (iii) water safety, including safety during any water based activities; and (iv) the administration of first aid
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 regulation 85
2.1.4	regulation 168(2)(c)	Policies and procedures are required in relation to dealing with infectious diseases, including procedures complying with regulation 88
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 out in regulation 90
2.3.3	regulation 168(2)(e)	Policies and procedures are required in relation to emergency and evacuation, including the matters set out in regulation 97
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, 2.3.4	regulation 177	Prescribed enrolment and other documents to be kept by approved provider: (1)(b) an incident, injury, trauma and illness record as set out in regulation 87 (1)(c) a medication record as set out in regulation 92
2.1.1, 2.1.4, 2.3.3, 2.3.4	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator: (1)(b) an incident, injury, trauma and illness record as set out in regulation 87 (1)(c) a medication record as set out in regulation 92

Quality Improvement Plan for Q2

Summary of strengths for QA2

Strengths	<ul style="list-style-type: none"> • Effective hygiene practices are promoted and carried out by all educators and children. • Educators make opportunities to cater to each child's needs-sleep, rest, food and any special requirements. • The centre promotes healthy eating by following Start Right Eat Right program and children are offered choices. Everyday experiences allow for discussions and activities promoting healthy eating and caring for their bodies. • Different age level activities and experiences are provided for the children to cater for their skill level. • Allergy and intolerance sheets with photos of children on food trolleys. • Children's sleeping and eating information on whiteboard for parents. • Sun smart practices in place • Spread sheet kept by admin to ensure staff go to training when certificates are about to expire e.g. asthma, first aid, CPR, anaphylaxis. • Risk assessments are carried out before engaging in activities that may involve any risk. • Promote healthy eating and nutrition through growing vegetables and herbs and engaging the children with cooking experiences. • Educators take children for local walks when opportunities arise. • Emergency drills are practiced and any necessary changes made.
------------------	--



--	--

Key improvements sought for QA2

Standard/element 2.1.1	Each child's health needs are supported.	
	Identified issue	Children's dietary requirements change and families might forget to keep educators up to date.
Standard/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 relaxation.	
	Identified issue	For all educators to be aware of when putting babies in the cot where to position them –down the lower end of the cot.
Standard/element 2.3.3	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.	
	Identified issue	For all educators to continuously reflect on their hygiene practices, especially when changing nappies.



	Identified issue	The centre needs to have regular emergency evacuations, especially lock downs.
Standard/element 2.2.1		Healthy eating is promoted and food and drinks provided are nutritious and appropriate for each child.
	Identified issue	Food wastage. Some foods offered are regularly not eaten by children.
Standard/element 2.2.3		Effective hygiene practices are promoted and Implemented.
	Identified issue	Toy washing to be routine.
Standard/element 2.3.2		Every reasonable precaution is taken to protect children from harm and hazard likely to cause Injury.
	Identified issue	All educators to be aware to of how to make a hazard report.

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
2.1.1	Regular updated information from families in regards to their child's dietary requirement and needs.	H	Every 6 months send out a form to families asking them to update any information on dietary requirements, needs and immunisation	The forms will come back with any changes.	Start sending them out in August 2013	As we now have hub works we will email a reminder for parents to update on line midyear. In 2015 Admin Officer will go through enrolments with parents at the start of the year to ensure all enrolments are updated.
2.1.2	For all educators to be aware of where to position babies in cots for sleeping.	H	To place a poster up in sleep room about babies in the cots.	Educators will see it every time they are in the sleep room and be reminded of where to position the babies in the cots.	August 2013	2 posters were put up in the babies sleeping area on where to position babies. Poster came from SIDS web site in August 2013.
2.1.3	To achieve a high level of hygiene practices in all area of the centre especially nappy changing.	H	Team leader to discuss with all staff	Improved awareness and application of hygiene practices. Implement comprehensive hygiene system developed in consultation with ACS OHS Team and Alpine Shire Health Officer.	From now and ongoing September 2014	Sign put up in nappy changing area about wearing gloves for every nappy change. Making sure a box of gloves are on each trolley for staff to use. Implemented system Sep 2014.
2.3.3	To have regular emergency evacuation drills especially lock down.	H	OH&S officer will call an emergency evacuation drill once a term.	Completed emergency evacuation evaluation forms.	Term 3 2013	Put the emergency lock down information on what to do in the staff room so staff can familiarize themselves in what to do. We have done a couple and are finding many areas that

						need improving, so we are coming up with different strategies to see if they work. Next lock down we will try to get all the children into their individual store rooms.2014 lockdown meeting place is now in the tiny teddies room. Recently a lockdown was practiced on the 11.9.2014
2.1.3	Parents to apply first application of sunscreen for the day	H	Sent out an email to parents advising of what we propose to implement. Notify the parents of the need to apply sunscreen 20 minutes prior to being exposed to the sun. Add an extra column to sign in sheet for sunscreen times.	On going over the sun smart period.	1 st September 2013	Parents are adjusting to the idea of them applying sunscreen. Supply a mirror so the children can apply their own sunscreen. 1.9.2014 a reminder notification to families about hats, sunscreen and drink bottles will be sent to families.
2.1.4	Notification of infectious disease to parents via Hubworks email.	H	Send out email out via Hubworks. Have a template for more efficient emailing. Paula to teach Julie N and Julie S to email notices in her absence.	To reduce infection we will email parents to notify that this will be our new procedure.	On going. To implement by the end of October 2013	Notifications sent to families when outbreaks occur during 2014 . Paula to teach Julie.N, Julie.S and Jenny R how to email via hub works.
2.2.1	To reduce amount of food wastage.	M	Record food wastage and Identify foods that aren't eaten and change weekly menu. Green team to record	Less food wastage.	March 2014.	A food audit was carried out over four weeks during July 2014. A report was made with recommendations. A

			data and present a report .			menu meeting will be held in October 2014 with recommendations been considered.
2.1.3	A routine for toy washing so it is done regularly.	H	Toy washing schedule. Discuss at a staff meeting.	Toys are washed regularly.	April 2014	Each room wash regularly used toys daily. They are placed in a container. During sleep times toys are washed. When toys are changed and packed away they are washed.29.9.2014 a toy washing registered will be made to record the dates toys are washed.
2.3.2	Educators to know how to fill in a hazard report.	H	At staff meeting on 8.10.2014 OHS officer to explain a hazard report form.	All educators know how to fill in a hazard report.	Oct 2014	

Improvement Plan

Quality Area 3: Physical environment

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

Quality Area 3: Standards and elements

Standard 3.1	The design and location of the premises is appropriate for the operation of a service.	
	Element 3.1.1	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.
	Element 3.1.2	Premises, furniture and equipment are safe, clean and well maintained.
	Element 3.1.3	Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space.
Standard 3.2	The environment is inclusive, promotes competence, independent exploration and learning through play.	
	Element 3.2.1	Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.
	Element 3.2.2	Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the program and allow for multiple uses.
Standard 3.3	The service takes an active role in caring for its environment and contributes to a sustainable future.	
	Element 3.3.1	Sustainable practices are embedded in service operations.
	Element 3.3.2	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

Quality Improvement Plan for QA 3

Summary of strengths for QA3

Strengths	
	<ul style="list-style-type: none"> • The 0-3 and 3-5 outdoor areas offer a large space to allow for physical play. • The structures in the playground are age appropriate and allow for a varying degree of challenge, independence, confidence, competence and exploration. • Children’s needs are catered for throughout the day by having certain play areas set up-active play, quiet activities and areas for group experiences. • Children are able to experience a variety of activities and materials being used. • Sustainability practices are implemented by educators and part of the program for children. • “Alpine Green Gums” a newsletter about sustainability is produced bi-annually for families. • Diverse range of resources that are developmentally appropriate for children are provided. • Emergent curriculum provides the children with choice of materials and activities provided. • Educators are taking part in the seedlings pilot program. Educators are attending information sessions • During the year community events are celebrated such as footy colours, Mud day, nature play week, Enviro week • Sustainable practices such as compost bins, Veggie gardens, herb gardens, recycling, chook scraps are implemented into daily routines. • Throughout the room and yard there are natural play spaces • Natural materials are used for loose parts • Parents, Educators and staff are given the opportunity to attend workshops, info evening and training to further their knowledge on sustainable practices. • When possible Educators take children for local excursions. • Mountain view received awards for the seedlings pilot. We received: Sow the seed-thriving ,grow the tree-Thriving , Nurture the forest – Growing.

--	--

Key improvements sought for QA3

Standard/element [number]	Premises, furniture and equipment are safe, clean and well maintained.	
	Identified issue	All educators to be aware of doing safety checks of the yard and equipment everyday and the safety yard check filled out every day.
Standard/element [number]	Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor spaces.	
	Identified issue	Educators find it hard to do indoor/outdoor program as at times depending on staff ratio to children only one educator to 15 children on certain days in the 3-5 area.
Standard/element [number]	Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the program and allow for multiple uses.	
	Identified issue	Educators would like to purchase more resources.
Standard/element 3..2.2	Sustainable practices are embedded in service operations.	
	Identified issue	Sustainable practices need to be ongoing and embedded.
Standard/element [number]3.2.1	Outdoor and indoor spaces are designed and organized to engage every child in quality experiences in both built and natural environments.	
	Identified issue	Educators need be consistent and understand the benefits of risky play.
Standard/element [number] 3.3.2	Children are supported to become environmentally responsible and show respect for the environment.	
	Identified issue	Programs need to include intentional teaching promoting sustainable learning.
Standard/element 3.1.2	All educators to be aware of doing safety checks of the yard and equipment everyday and the safety yard check filled out everyday .	

<p>Standard/element 3.1.3</p>	<p>Identified issue</p>	<p>Yard safety checklist needs to be updated and yard checks carried out.</p>
	<p>Identified Issue</p>	<p>Educators to be consistent when implementing risky play .</p>
<p>Standard/element[number] 3.1.3</p>		<p>Facilities are designed or adapted to ensure access and participation by every child in the service and to allow for flexible use and interaction between indoor and outdoor space.</p>
	<p>Identified issue</p>	<p>Outdoor sheds to be set up for easy selection of equipment with a trolley of resources provided.</p>



Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
3.1.2	For all educators to be aware of doing daily safety checks on equipment and the yard.	H	To be discussed at the next staff meeting.	There will be a safety check list for each day and filled out.	August 2012	Staff is now keeping a check on these. Need to put a hook up so they can be hung from these and will be visible and a reminder to do. Hook has been put up so folder is very visible for all staff to see and fill out. Remind staff throughout the year about yard checks as new staff come on board.
3.1.3	To be able to provide the children with indoor/outdoor play when the need arises.	L	To work out the costing of another staff member in the 3-5 area on days they have only one staff member.	Being able to offer indoor/outdoor play for the children.	October 2012	Now have a staff member in the 3-5 room as we are very busy and they have been able to offer indoor/outdoor play. During 2014 indoor/Outdoor play is offered when possible.



3.2.2	For the children to have extra resources.	L	For educators to compile a list of resources for the children that is going to promote children's learning and development.	Having a list and purchasing new resources.	June 2013	Working on some fundraising ideas .In August 2014 a fundraising group was formed. During September a fudge fundraiser was held. Fundraising meetings will be held once a term with parent involvement. A new mat and tepee was purchased.
3.2.1	To provide the children with an outdoor environment that has the potential to offer great learning opportunities.	M	By working with the Blue Skys project team to upgrade the outdoor play area	The completion of the Dig it, Splash it, make it.	September 2014	Project group meet every 3 weeks. Application for a grant has been submitted. Planting to be completed in December 2014. A water wall to be constructed. A grant for stage 2 has been submitted.



3.3.1	The seedlings projects will contribute to foundations for life long learning for the sustainability for children, families, educators and the broader community.	H	By imbedding and documenting sustainability into our daily practices. By achieving as many of the seedlings milestones as possible. Will be discussed at the next staff meeting.	Successfully completing each of the seedlings milestone award check list.	June 2014	Staff contributed ideas during April/ may .All milestones were assessed 16.7.2014 On 16.8.2014 green team attended summit to receive awards.3 thriving awards were received.
3.3.2	To provide educators with a handover /Induction book so sustainable practices can be continued.	M	Make a book with information about Herman the worm, gardens, recycling, floor book, talking tubs. Green team to produce handover book.	Completed book containing information on sustainable practices.	June 2014	A draft handover book has been completed. Green team will continue to work on producing a final copy by 2015
3.2.1	For all educators to be consistent about expectations regarding play based learning.	H	Critical reflection at staff meeting and room meetings. Educators to attend a workshop by Nikki Buchan on the benefits of risky play.	Consistent approaches to daily routines and programming.	Ongoing	At staff meetings 3.6.2014, 14.8.2014 discussed expectations and consistency .22.5.2014 educators attended a workshop about benefits of risky play .Will continue to discuss consistency at



						staff meetings.
3.3.2.	Education for sustainability embedded into daily programs and routines.	H	Educators to attend embedding sustainability workshop.	Intentional teaching about sustainability incorporated into daily programs, Curriculum and routines.		18.6.2014 Educators attended a training sessions learning new ways to incorporate sustainability into practice.
3.1.3	Clean shed with easy access to equipment and a trolley of resources to extend on children's play	M	Shed , rearrange equipment, make a list of needed resources and obtain these resources	Clean assessable shed with a trolley of useable recourses that are changeable.	By the end of 2014	The Shed was cleaned out during August 2014 .New resources will be purchased as money is raised .



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

Standard 4.1	Staffing arrangements enhance children's learning and development and ensure their safety and wellbeing.	
	Element 4.1.1	Educator-to-child ratios and qualification requirements are maintained at all times.
Standard 4.2	Educators, co-ordinators and staff members are respectful and ethical.	
	Element 4.2.1	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 4.2.3	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

Standard/element	National Law (section) and National Regulations (regulation)	
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
Standard/element	National Law (section) and National Regulations (regulation)	
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
	Related requirements	
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)	Policies and procedures are required in relation to staffing including a code of conduct for staff members; determining the responsible person present at the service and the participation of volunteers and students on practicum placements.



Quality Improvement Plan for QA4

Summary of strengths for QA4

Strengths	<ul style="list-style-type: none"> • All staff has some form of training- diploma or certificate 3 and some educators are seeking further education. • Consistency of permanent staff on regular days. • Photos on the door of the rooms so families are aware of who is looking after their child. • Correct child: staff ratio offers a safe and stable environment promoting children's learning and development. • Educators have a good working relationship with others. • There is a high regard of respect, collaboration, sharing issues, problems and mutual understanding of each person's expertise and skills • New staff receives an induction and work alongside another staff member for 3 hours prior to being counted as ratios. • Communication folder in staff room provides the opportunity for staff to have a voice and to be heard, as well at staff meetings. • Transitioning children from the 18 mths to 3 years room to the 3-4 room so children can form relationships with other staff members. • Transitions for the babies and toddlers occur on a regular basis. • Staff performance reviews are a positive experience. • Regular nights out. • Emails are helping to inform all educators. • Opportunities for professional development. • Biannual conference
------------------	---

Key improvements sought for QA4

Standard/element 4.1.1	Educator-to-child ratios and qualification requirements are maintained at all times.	
	Identified issue	Relievers to have at least certificate 3
Standard/element 4.2.1	Professional standards guide practice, interactions and relationships.	



Identified issue Some educators are unsure of their professional responsibilities and requirements.

Standard/element
4.2.3 Interactions convey mutual respect, equity and recognition of each other's strengths and skills.

Identified issue A new service philosophy to be developed.

4.2.3. Interactions convey mutual respect, equity and recognition of each other's strengths and skills.

Identified issue Educators job description to match their position, Taking into account their knowledge and skills.

4.2.1 Professional standards guide practice, interactions and relationships.

Identified issue Ensure all educators and staff know where the ACECQA NQS folder is kept .

Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
4.1.1	To have regular relievers that have a minimum of certificate 3.	H	Ask other centres in the area or advertise in local paper	Providing better quality care for the children	August onwards 2012	Relievers that started this year some are joined up to do their cert 3 and diploma Have only been using staff that are training or are trained .



4.2.1	For educators to have better knowledge of their job requirements and responsibilities.	L	Folder in the staff room providing different job descriptions and for staff to comment on.	Educators will know what duties and requirements are expected of them.	August 2012	Need to put these into a folder and put in staff room. New job description are been revised during July, August, September 2014.
4.2.3	Educators and staff to be recognised by management for their professional qualifications.	M	During staff appraisal discuss future goals. Meet with management at the end of the year to discuss positions for the following year.	Educators are positioned into roles that best meet their skills and knowledge.	December 2015	Staff will be informed of their positions for 2015 in December 2014.
4.2.3	A new service philosophy to be developed.	M	At staff meetings discuss service philosophy .Email families for input.	A new service philosophy.	March 2015	At 9.9.2014 staff meeting philosophy was discussed.
4.2.1	Ensure all educators know where the ACECQA NQS folder is kept.	H	Email information to all educators.	All educators aware of ACECQA NQS folder location.	8.10.2014	Will discuss at the staff meeting on 8.10.2014



Quality Area 5: Relationships with children

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

Quality Area 5: Standards and elements

Standard 5.1	Respectful and equitable relationships are developed and maintained with each child.	
	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.
Standard 5.2	Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.	
	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 5.2.3	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
	Related requirements	
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)	Policies and procedures are required in relation to interactions with children, including the matters set out in regulations 155 and 156

Quality Improvement Plan for QA5

Summary of strengths for QA5

Strengths	
	<ul style="list-style-type: none"> • Educators provide positive role modelling in language, interaction with others and respect to others. • Educators develop a consistent relationship with children making them feel safe and secure, allowing them to be confident learners and explorers. • Promoting and supporting children to remove themselves from the situation if they have fear or anger and to help children express their feelings and responses to others behaviour. • Educators build a trust getting to know the child's interest and their individual needs. • Educators work with professionals and other supportive agencies to achieve goals that are set. • Children are allowed enough time to engage in the activity and other activities provided. • Providing the tools that children need for play. • Floor books and mind maps are enabling children's voices to be captured.



- Activities and experiences are provided that promote interactions and intentional teaching of respectful relationships.
- Children with additional needs are supported.
- Children are supported in their friendships.
- Children are supported in managing their behaviour.

Key improvements sought for QA5

Standard/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.	
	Identified issue	Intentional teaching is not always evident within the program.
Standard/element 5.1.3	Each child is supported to feel secure, confident and included.	
	Identified issue	Children help pack up but need to include them in setting up at meal times and clearing away afterwards to help with their sense of belonging and ownership.
Standard/element 5.1.1	Interactions with each child are warm and responsive and building trusting relationships.	
	Identified issue	Communication upon enrolment about each Childs individual care needs to be communicated to educators.
Standard/element 5.1.3	Each child is supported to manage their own behaviours, respond appropriately to the behaviours of others and communicate effectively to resolve conflict.	
	Identified issue	. Further Support for children to talk about emotions and modelling of positive behaviours.

Standard/element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
5.1.2	More documented intentional teaching opportunities.	H	Discuss the EYLF PLP newsletter No 2 2010.	Educators will be able to develop goals and evaluate intentional teaching opportunities and documentation of this.	September 2012	Educational leader is helping staff at the moment to have a sheet on goals for intentional teaching and to put up on wall of each room. 2014 All rooms have future planning tables. E.L has supported educators on how to fill out the table and provide activities for intentional teaching.
5.1.3	To include children more in routine practices.	M	Discussing with the children ways they can help to organise the environment for the next thing.	A list of what the children have come up with. The children actively engaged with caring for our room.	September 2012	Work in progress. Children's interests and needs are supported when changing their play environments.
5.1.1	Up to date information about children upon enrolment.	H	Educators to have input into orientation and enrolment forms and process.	Educators working in rooms have comprehensive details before child commences.		Information is displayed on the kitchenette wall. This makes an easy reference. In 2015 one enrolment information sheet will be used.
5.2.2	Children to have strategies and resources to facilitate their understanding of emotions. Educators to role model appropriate behaviour.	M	Emotional flash cards activity and experiences. Educator training in Emotions. Discussion at staff meetings.	Recourses are made available and used in daily routines. All educators are modelling Appropriate behaviours.	May 2015	At the conference 22.5.2014 some educators attended emotional intelligence workshop. Educators purchased books on feelings 9.9.2014 .Emotional flash cards will be ordered.

Improvement plan

Quality Area 6: Collaborative partnerships with families and communities

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

Quality Area 6: Standards and elements

Standard 6.1	Respectful supportive relationships are developed and maintained.	
	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
Standard 6.2	Families are supported in their parenting role and their values and beliefs about child rearing are respected.	
	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.
Standard 6.3	The service collaborates with other organisations and service providers to enhance children's learning and wellbeing.	
	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
	Related requirements	
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

Strengths
<ul style="list-style-type: none"> • We have parent surveys so the centre can improve on practices. • Communication with families through white board, daily reflections, learning journals, newsletters, communication book, parent/educator interviews, drop off and pick up times, orientation process, phone calls and flyers. • Open door policy. • Opportunities are available to allow families to contribute and share ideas through the educator in the program. • Parents are given the opportunity to be on the management committee. • Families are respected for their beliefs and values. • Families invited to share skills. • Sharing information about children's day through conversations, photos and learning journal. • Co-location of MCH service and kindergarten • Early Childhood Intervention Services working with some families. Meetings held with key worker, educator and parent. Communication books used as a 2 way exchange of information. • Parents are asked to participate in policy review • Information nights are held for parents on a range of topics eg: nature play and conference.

- Relevant information is distributed in several ways regarding parenting role.

Key improvements sought for QA6

Standard/element 6.1.2	Families have opportunities to be involved in the service and contribute to service decisions.	
	Identified issue	Not enough families come into the centre and share their skills or knowledge with the children.
Standard/element 6.1.3	Current information about the service is available to families.	
	Identified issue	Need to let families know of any staff changes, e.g. holidays start of a new year, new staff
Standard/element 6.1.1	There is an effective enrolment and orientation for families.	
	Identified issue	More detail in orientation and handbook regarding sustainable practices.
Standard/element 6.3.1	Links with relevant community and support agencies are established and maintained.	
	Identified issue	Build links with local community groups, including stronger relationships with MCH service and Kindergarten.
Standard/element	Families have opportunities to be involved in the service and contribute to service decisions.	

Identified issue	There is no Family and Friends group at M.V.C.C
-------------------------	---

Standard/element Respectful and supportive relationships with families are develop and maintained.

Identified issue Sharing of information about children and the benefits of experiences for families.

Standard/element 6.2.1 The expertise of families is recognised and they share in decision making about their child's learning and wellbeing

Identified issue Mechanism for parental input needs to be established

Standard/element 6.2.2 Current information is available to families about community services and resources to support parenting and family wellbeing.

Identified issue Information relevant to families to be distributed on a regular basis.

Standard/element

Identified issue

Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
6.1.2	Have parents come into the children's room and contribute to the program.	L	Send out a reminder form for families about any skills or talents that they could share with the children.	Parents come in and share their skills or talent.	September 2012	<p>We have had a number of parents come in and share their skills with the children, making butter and sharing their culture and background. A indigenous family shared their culture by coming in costume and playing traditional instruments. An Educators family came in and played the guitar for children.</p> <p>At the start of each year we will invite families to share their skills, knowledge and culture.</p>
6.1.3	For parents to know of any staff changes happening within the centre.	H	Send out a letter to parents notifying of the changes and to make sure photos on the door are changed.	Parents will know about the staff changes and be more comfortable in knowing who is looking after their children.	September 2012	We have been sending out letters to inform the parents of changes. Emails via hub works will be sent out during 2015 .
6.1.1	To provide parents with information about the sustainable practices that are embedded at the service	H	Include on parent orientation procedure, add sustainability focus into parent handbook.	Parent awareness and feedback	March 2014	Parent handbook completed.
6.3.1	To build a partnership with maternal child health and our families, And encourage MV	H	Include information in handbook, enrolment form and parent orientation.	More referrals between the services	Ongoing	A representative from maternal health attends leadership meetings once term. M.H Contribute to

	families to use this invaluable service.					the term newsletter.
6.3.1	To build collaborative partnerships with local schools, community garden, local businesses and community groups.	M	Excursions to the schools, community garden, library. Obtain resources from the op shop.	Partnerships .Increased involvement with community groups. More resources.	During march build relationships and begin excursions in April.	Partnerships are been built with the local community. Excursions are undertaken when possible. Educators obtain resources from the op shop.
6.1.2	To establish a family and friends group.	H	Send out emails and flyers to obtain some feedback to starting a parents and friends group. Team leader to organize.	Establish group of parents.	June 2014	A fundraising group has been established with parent's interest. The first meeting. will be held in October 2014.
6.1.	Share information about experiences and activities and there benefits for children and families.	M	Displays in the front foyer. Visuals, resources photos, information fact sheets.	Parent's feedback, parental involvement.	Start in March. ongoing	We have done an Earth hour and Nature play. In April 2014.Next is Insects and the caterpillar garden. The most recent display was super hero day in September 2014.
6.2.1	Parents contributing information to educators about child's current interests or happenings	M	Provide parents with a simple feedback sheet that encourages them to contribute any relevant interest or activity back to the service	<ul style="list-style-type: none"> - Feedback sheet distributed - Feedback sheets returned by parents - Information is acted upon 	Commence in June 2014	Feedback sheets have been provided to families .They are situated next to sign in sheets.
6.2.2	Regularly provide information to parents about relevant topics and services	L	<p>Monitor relevant needs and issues</p> <ul style="list-style-type: none"> - Useful websites - Articles - Flyer regarding community events - Parent tip sheets <p>Short newsletter to parents from each room</p>	<p>Information distributed bi-monthly</p> <p>When relevant</p>	<p>Commencing June 2014</p> <p>As above</p>	Information is shared to families through foyer displays, emails and newsletters. A room newsletter was produced for the Rainbow room in June 2014.

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

Standard 7.1	Effective leadership promotes a positive organisational culture and builds a professional learning community.	
	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.
Standard 7.2	There is a commitment to continuous improvement.	
	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.
Standard 7.3	Administrative systems enable the effective management of a quality service.	
	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 manner.
	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, 7.3.5	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
	Related requirements	

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

Strengths	<ul style="list-style-type: none"> • 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. • Professional development records for all educators is current and up to date • Quarterly newsletters have relevant and interesting content for families
------------------	--

Key improvements sought for QA7

Standard/element 7.1.4	Provision is made to ensure 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.	
	Identified issue	The role of the educational leader needs to be defined through a position description and regular non-contact time allocation.
Standard/element 7.3.2	Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner.	
	Identified issue	There is no current central documentation process in place.
Standard/element 7.3.3	Administrative systems are established and maintained to ensure the effective operation of the service.	
	Identified issue	There is no current central human resource manual.
Standard/element 7.1.3	Every effort is made to promote continuity of educators and co-ordinators at the service.	
	Identified issue	There is no exit data maintained to look at why staff leaves the service.
Standard/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.	
	Identified issue	There have not been regular performance appraisals conducted.
Standard/element 7.2.1	The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement.	
	Identified issue	Job role descriptions need to be updated.
Standard/element 7.2.2	The performance of Educators, coordinators, and staff members is evaluated and individual development plans are in place to support performance improvement.	

	Identified issue	Embedding sustainability to be added to Job descriptions.
Standard/element 7.3.2		Administrative systems are established and maintained to ensure the effective operations of the service.
	Identified issue	Better communication system between service and families /staff
Standard/element 7.3.2		Administrative systems are established and maintained to ensure the effective operations of the service
	Identified issue	Newsletter Includes regulatory information and has become top lengthy.
Standard/element 7.2.3		An effective self –assessment and quality improvement process is in place.
	Identified issue	QIP to be update regularly.
Standard/element 7.2.1		A statement of philosophy is developed and guides all aspects of the services operations.
	Identified issue	The service philosophy covers the whole of ACS and is not individual to each service.
Standard/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.
	Identified issue	Staff records are kept in an unlocked filing cabinet.
Standard/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.
	Identified issue	Electronic back up of all files are needed.

Standard/element 7.3.5	Service practices are based on actively document policies and procedures that are available at the service and reviewed regularly.	
	Identified issue	Records to be kept that record staff knowledge of new policies.
Standard/element		
	Identified issue	
Standard/element		
	Identified issue	

Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
7.1.4	The role of the educator leader implemented	M	A Educator is the Educational leader.	A position description is developed for the Educator Leader, including a time allocation. The position duties are being completed.	November 2012	Job description for the E.L was revised in August 2014 .
7.3.2	Central documentation process for complaints	H	Manager to develop a spreadsheet and save in My Dropbox and communicate to all staff.	Spreadsheet being used by all services managed by ACS	October 2012	14/8/12 – register created and communicated to all TL and admin staff. A register is now located in each room .21.8.2014
7.3.3	ACS Human Resource manual	M	Manager and Administrative Assistant to develop the HR Manual	HR Manual in place at all services	December 2012	1.7.2013 completed 2014 undergoing review.
7.1.3	Exit data recorded, noting reason for staff leaving ACS	M	Manager to develop a spreadsheet and save in My Dropbox and communicate to all team leaders to complete	Spreadsheet in use and reviewed annually	October 2012	Completed and in place.
7.2.2	Annual performance appraisals	H	Team Leader to conduct appraisals	Appraisals completed with 6 month review date set	October 2012	Forms have been sent out for staff to fill out and return. 2014 all staff appraisals completed.
7.2.2	Update job descriptions to include embedding sustainability.	H	Read job descriptions and add to them.	April 2014		Job description updated in September 2014

7.3.2	25/07/2014 A Better communication system is needed between the service and families/staff	M	Paula to investigate the option of an SMS service	Purchase a system and trial its success for a 12 month period. Parent/staff feedback-survey	September 2014	30.7.2014 A.O investigated and received quotes and forwarded information onto management.
7.3.2	25/07/2014 Include regulatory information required to go out to parents in parent handbook instead of newsletter	H	Paula to work with Jenny Kromar to update this information into handbooks for all services to include 2.3.2 Safe sleeping 2.3.2 Sun protection 2.3.4 Services practices on child protection	Once completed and updated in all handbooks and also see if newsletter is better without all the extra content.	October 2014	Discussed and will be implemented by 2015.
7.2.3	25/07/2014 QIP to be reviewed quarterly. All educators to take part in the review.	H	Each review to be added in to QIP in a different colour and dated.	Monitor update and ensure all previous updates are actioned.	Ongoing	All educators took part in reviewing the QIP during June 2014.
7.2.1	25/07/2014 MVCC to develop own philosophy	M	All staff to give input to write a service philosophy	Completion		Discussed at a staff meeting on the 9.9.2014. Will complete in 2015 .
7.3.1	25/07/2014 Staff files to be stored securely and confidentially	H	Paula to ensure that all confidential staff files are kept in locked filing cabinet and all non-confidential files to be removed to other filing cabinet. Access only by Admin, Team leader and general manager.	Completion and ease of access to files	August 2014	Completed
7.3.1	25/07/2014 All staff files to have an electronic copy	M	Paula to establish electronic file for each staff member in a secure and	Completion and ease of access to files	January 2015	

			confidential file system			
7.3.5	Review process for all new policies for staff	H	Create a system for all staff to read all new policies and sign off on these ie Spread sheet		October 2014	In the process of been reviewed.