

Carol Murray Children's Centre Quality Improvement Plan 2015

Service details

Service name	Service approval number
Carol Murray Children's Centre	CCB 1-6PX-3253
Primary contact at service	
Deb Downing Director	
Physical location of service	Physical location contact details
Street: 1 Dinning Terrace Suburb: Bordertown State/territory: SA Postcode: 5268	Telephone: 08 87521374 Fax: 08 87520463 Email: dl.6507.leaders@schools.sa.edu.au
Approved Provider	Nominated Supervisor
Department For Education and Child development 31 Flinders Street Adelaide Phone 82261610	Name: Deb Downing Telephone: 08 87521374 Fax: 08 87520463 Email: Debra.Downing1@schools.sa.edu.au

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	0800	0800	0800	0800	0800	closed	closed
Closing time	1800	1800	1800	1800	1800	closed	closed

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.

- The Integrated service has a DECD preschool operating during SA DECD school term dates.
- Community based Long day care (Childcare) open 50 weeks per year.

How are the children grouped at your service?

- Preschool children enrolled and attending as per DECD policy.
- Long day care under 2's and over 2's
- All children (birth – 5 years) share the outdoor learning area.
- Total building capacity 72 children

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

Nominated Supervisor : Deb Downing

Service statement of philosophy

PHILOSOPHY STATEMENT

At Carol Murray Children's Centre

We aim:

- To provide flexible, accessible, high quality education and care services for children, which complement the care within the family.
- To respond to the needs of the children, family, care givers, and the community.

FOR THE CHILDREN

We believe each child is important and therefore has individual needs and rights.

We aim to provide for these by:

- Ensuring that children are safe, physically and emotionally.
- Encouraging warm, caring relationships with staff and other children.

We aim to help children reach their full potential by

- Providing a variety of challenging, play based learning experiences
- Incorporating daily structure and routine, whilst allowing for flexibility within the program.
- Encouraging respect for the individual
- Encouraging the development of independence, personal responsibility and well being
- Fostering the development of problem solving, negotiation and self – help skills.
- Encouraging an awareness of (and respect for) our environment

PHILOSOPHY STATEMENT

FOR PARENTS AND FAMILIES

We aim to support parents / guardians and families in their role as primary care givers and educators by:

- Welcoming them to the Centre and providing a friendly, safe, caring environment in which parents can confidently leave their children.
- Sharing information with parents / guardians about their children.
- Informing parents and families through Parent Handbook, regular newsletters and policy folder.
- Encouraging and valuing involvement and participation.
- Reflecting the values of the diverse family and cultural backgrounds of individual children.
- Valuing privacy and confidentiality.

PHILOSOPHY STATEMENT

FOR THE STAFF

We aim to create an environment that is positive and mutually supportive for the staff by:

- Creating a safe working environment in accordance with Occupational Health and Safety requirements.
- Providing and encouraging ongoing professional development.
- Fostering an active involvement in management – staff representative on Governing Council.
- Promoting good open communication channels.
- Supporting award conditions.

To ensure the provision of quality children's services, our staff will work as a team to:

- Share a commitment to the Centre goals and philosophy of an integrated service.

Our staff will be required to behave in a professional manner and at all times to maintain confidentiality.

PHILOSOPHY STATEMENT

FOR THE GOVERNING COUNCIL

The Governing Council's commitment to the Philosophy of the Centre shall be displayed through:

- Representation of families in our community.
- Meeting the legal requirements of an incorporated body.
- Working within the constitutional limits.

Members of the Governing Council will be required to maintain confidentiality at all times.

FOR THE WIDER COMMUNITY

This Centre will promote quality children's services in the wider community through:

- A mutual support network with other community agencies and service groups
- Effective communication channels
- Opportunities for interaction between the Centre and the wider community

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	<p>The Centre program and practise is based on the Early Years Learning Framework. This document informs the development of the program for each individual child and ensures that their learning enhances and develops each individual.</p> <p>Curriculum is informed by context, setting and cultural diversity within our community.</p> <p>Staff gather information from children and families at enrolment and throughout the child's time at the Centre.</p> <p>Every child has a learning portfolio containing individual learning plan, learning stories, photographs, term overviews of learning, group and individual learning experiences.</p> <p>Children in the preschool program have a mid-year statement of learning, summative report, literacy, numeracy and well-being data.</p> <p>Portfolios are able to be continually accessed by children and families.</p> <p>Aboriginal Torres strait Children and Children who are Guardians of the Minister all have individual learning plans to support their participation in the program.</p> <p>Children with additional learning needs have preschool support and inclusion support at the Centre.</p> <p>Staff work closely with other agencies to ensure that programs are inclusive for all children and families.</p> <p>Routines support the program and allow children to spend uninterrupted periods of time exploring ,investigating and challenging themselves.</p> <p>Staff have weekly curriculum planning meetings. Staff have daily reflective journals. Daily information is recorded in communication books.</p> <p>Learning is recorded in the floor books to share with children and families using the service.</p> <p>Daily information is recorded in communication book. All staff have email , professional development, and regular performance development discussions. Professional development is a focus of our regular staff meetings and linked to our site priorities. Literacy Numeracy and Well-being.</p>
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Key improvements sought for QA1

Standard/element 1.1.4	The documentation about each child's program and progress is available to families.	
	Identified issue	The information we give to families is to be relevant and informative about their child's learning at the Centre. Documentation is always available and stored in children's individual learning portfolios. Documentation informs the learning and provides information about the sites learning priorities. Term overviews are displayed in the Centre and in portfolio books.
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 learning and development of each individual child is ongoing (birth – 5 years) throughout their time at the Centre. Children and families will have consistent methods of recording in portfolios and floor books. Assessment will be used for and as learning for preschool children.
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	Children's learning will be the focus of staff discussions. Reflections and journals will be used as reflection to implement the learning 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
1.1.4	All families will have relevant information about their child's learning at the Centre	H	<p>All children will have a Learning portfolio.</p> <p>Curriculum and children's learning experiences will be recorded in the Floor book.</p> <p>Term overviews of learning will be on display in the Centre and in each child's Learning portfolio.</p> <p>Children's understanding, skills and knowledge in Literacy Numeracy and Well-being are recorded in profile books and shared with families.</p> <p>Regular newsletter updates.</p> <p>Photographs and posters on display</p> <p>Regular celebrations of Learning events at the Centre.</p>	<p>All families will be engaged with their child's learning.</p> <p>All families will share the learning with their child.</p> <p>All families will share the learning with staff and children.</p> <p>All preschool children will have record of literacy and numeracy using preschool indicators.</p>	<p>2015</p> <p>2015</p> <p>2015</p> <p>2015</p>	<p>Term 1 2015 Preschool Concepts of print Numeracy Social Skills Childcare Social skills</p>
1.2.1	Learning and development for each child is assessed as an ongoing cycle.	H	<p>Regular documented data collection dates.</p> <p>Staff discussion at weekly Curriculum meetings.</p>	<p>Timelines for data and assessment documented and shared with staff and families.</p> <p>Agenda and meeting discussion recorded.</p>	<p>Each term</p> <p>Weekly</p>	

			<p>Staff reflective learning journal (floor book).</p> <p>Floor book documentation of learning</p> <p>End of term evaluations</p>	<p>Daily reflective journal in staff note book.</p> <p>Staff delegated to work with children on Floor book recording.</p> <p>Staff /Curriculum meeting.</p>	<p>Daily</p> <p>Daily</p> <p>4 times per year.</p>	
1.2.3	Critical reflection on children's learning	H	<p>Recorded staff discussions at Curriculum planning and staff meetings.</p> <p>RRR and curriculum documents to reflect on learning as groups and individuals.</p>	<p>Educators discuss children accessing a number of programs within the site.</p> <p>Critical reflection Professional development implementation.</p>	Daily/weekly	



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

The Centre staff model good hygiene practises and re enforce good practise through conversations and actions.
Children's needs are discussed with families and communicated to staff through a communication book.
Infectious diseases are reported to families with information displayed and included in newsletters.
Children with specific health needs/ action plans are photographed and displayed for all staff to have information.
All first aid equipment is stored appropriately.
Evacuations and Invacuations are regularly practised with the children and recorded
All staff trained in Responding to Abuse and Neglect (child safe environments.)
All staff have current first aid qualification.
The centre has participated in Healthy Eating and Physical Activity project and is an accredited Start Right Eat Right site.
Staff trained in Safe food handling and hygiene practises (Bug Busters DVD and group discussion)
Families receive healthy eating and physical activity information through regular newsletter information and posters and displays in the Centre.
The Centre has large indoor and outdoor play areas.
Physical activity is promoted and encouraged for all staff and children at the Centre.
Preschool children participate in the DECD Child Protection Curriculum.
The centre provides fruit for am and pm snack time in child care.
Hats and sunscreen are worn for outside play from September – April. The centre has sun smart accreditation.
The Centre environment is always effectively supervised.
Staff maintain the Centre's roster arrangements and use written and verbal hand over procedures to maintain a continuation of care and learning.



Key improvements sought for QA2

Standard/element 2.2.1	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.
	Identified issue Families and children aware of importance of healthy eating and physical activity.
Standard/element 2.2.2	Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.
	Identified issue Work with recent AEDC data to promote physical activity in our community.

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
2.2.1	Positive promotion of food and drink for children and families	M	<p>Newsletter items</p> <p>Growing and cooking our own vegetables.</p> <p>Share recipes and cooking experiences with families.</p> <p>Embrace cultural diversity in food and lifestyle.</p> <p>Discuss and promote healthy lifestyle choices.</p>	<p>All children experience 'garden to plate'</p> <p>Families share their food (cooking) in the program.</p> <p>Staff eat lunch with children. Make food a positive experience.</p>	2015	
2.2.2	Physical activity is planned and spontaneous and appropriate for each child.	H	<p>Premiers Be Active Challenge for Preschool.</p> <p>Curriculum focus on gross motor development.</p> <p>Staff and family awareness of fundamental movement skills</p>	<p>All preschool children involved in Be Active Challenge. Fundamental movement Skills session for children and families</p> <p>All children competent and confident to explore and challenge the outdoor area.</p> <p>Newsletter and centre display</p>	<p>June 2015</p> <p>2015</p>	

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	<p>The Centre has been extended and renovated over a number year to reflect growth and changes in community needs. Both the outdoor and the indoor areas are designed to allow access for all children and families.</p> <p>The learning environment encourages children to be creative, create their own games and role play scenarios.</p> <p>Sustainability and environmental awareness are deeply embedded into the learning experiences and the Centre environment. We have hens, compost, vegetable garden, fruit trees and a bush tucker garden area.</p> <p>Recycling bins are used throughout the Centre.</p> <p>The outdoor area has access to indoor toilets and hand washing areas for all children and staff.</p> <p>The outdoor area has natural shade and specific constructed shade areas. The area has flexible spaces to allow gross motor development as well as areas to encourage curiosity and wonder in the natural environment.</p> <p>All children (birth – 5 years) and staff share the outdoor area.</p> <p>There is soft fall under all of the climbing and swing areas</p> <p>The Centre has a diverse range of well-maintained resources to encourage each child to engage in the program.</p> <p>All areas of the Centre are well supervised; the outdoor and indoor program, collaboratively planned by both child care and preschool staff team to reflect the Centre's birth – 5 years learning focus.</p> <p>All equipment is well maintained and storage areas are adequate.</p> <p>The outdoor area is securely fenced.</p> <p>The site WH&S representative and director undertake regular outdoor area audits/inspections to ensure equipment is safe.</p> <p>WH&S is an agenda item at all staff meetings and Governing Council meetings</p> <p>The Centre has a maintenance schedule, access to a maintenance hotline/breakdown maintenance and business manager WH&S program.</p>
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Key improvements sought for QA3

Standard/element 3.3.1	Sustainable practices are embedded in service operations	
	Identified issue	Development of chook yard and composting area. Planting more fruit trees Developing some additional play spaces outside.
Standard/element 3.3.2	Children are supported to become environmentally responsible and show respect for the environment.	
	Identified issue	Develop and establish vegetable and herb garden areas using our own compost.

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
3.3.1	Embed sustainable practices into our service.	H	<p>Recycling and re using in our environment</p> <p>Loose parts play</p> <p>Establish an environmental strategy for our service.</p>	<p>Recycle bins for use throughout the service. Compost, chooks and vegetable garden.</p> <p>Use and re-use our recycled loose parts for play experiences in our environment.</p> <p>Ongoing care of our establishing fruit trees.</p> <p>Develop environmental strategy with the children.</p>	2015	
3.3.2	Empower children to learn more about their role in the environment.	H	<p>Research the environment using books, internet and local knowledge.</p> <p>Life cycles and Seasons. Plants and Animals.</p> <p>Discuss connections between the environment and ourselves</p> <p>Enjoy our environment</p>	<p>2015</p> <p>Children aware of the connections between themselves and their environment.</p>	2015	

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

The Centre has above ratio staff at all times.

All staff have formal qualifications. Governing council and staff team members offer support and mentoring to staff studying for further qualifications. Governing council financially supports staff professional development, both at the Centre and in regional locations.

The Centre has memberships with Gowrie resource Centre, ECHO (Early Childhood Organisation) Primary Maths Association SA., local libraries and training organisations.

Staff rosters are regular to ensure continuity of care and support the primary carer model.

Staff share planning and programming times.

There is an indoor program and an outdoor program to ensure challenges and opportunities to practise and rehearse learning through play.

All staff know all children throughout the Centre

All staff have current first aid qualification and child safe environments (RAN)

All staff have current criminal history offender clearance.

All staff are confidential and respectful.

All staff have knowledge of EYLF, RRR and other relevant curriculum for early years.

There is a performance development process in place at the Centre. Professional development is targeted around Centre priorities and staff priorities as part of the performance development culture.

All educators are respectful and model support and encourage each other's skills and strengths.

Staff team meetings are regular and all staff members are encouraged to attend. The agenda offers items for discussion and contribution from all is encouraged.

Staff meetings include management items, professional development and general site information.

Staff have regular email updates. All staff have access to site email and WIFI.

There are 2 staff reps on Governing Council (child care and preschool services) to ensure high quality outcomes for the service.

Key improvements sought for QA4

Standard/element 4.1.1	Educator to child ratios and qualification requirements are maintained at all times.
Identified issue	Staff professional development to meet additional qualifications.
Standard/element 4.2.2	Educators, co coordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships.
Identified issue	Staff team professional development. Performance development relevant and linked to Centre priorities.

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	Staff qualifications	H	Support staff to gain required qualifications. Professional Development Grant for Long day Care Staff.	Successful staff training (traineeship) and external recruitment.	2014/2015	Staff will have gained additional qualifications by June 2015
4.2.2	Staff team professional development linked to site QIP priorities.	M	Long day Care Professional Learning Grant. Flourishing Babies and Toddlers Conference. TAFE 2015 First Aid Qualification Powerful Learners Lisa Burman	TAFE Bordertown video link and facilitated discussion 4 workshops Staff team working with Early years team at Bordertown primary School 3 workshops - approved preschool closure days. Parent information session Sharing Learning with staff team and parents at CMCC and Bordertown Primary School.	April May June August 2015 February May August	



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

Children and families are greeted by name on arrival. Staff ensure that routines are smooth and adequate time has been allocated for transitions. Staff ask open ended questions and encourage children to participate in meaningful conversations and interactions with staff and peers. Staff know our children well, sharing the learning areas with all children in the Centre. Staff regularly shares learning stories and anecdotal information about children with members of the staff team.

Each child has an individual learning plan and learning is recorded in individual learning portfolios. Staff plan for individual learning and group learning experiences using relevant curriculum for early years e.g. Early Years Learning Framework and Respect Reflect Relate. Aboriginal Perspectives across the Curriculum and Child Protection Curriculum

The weekly program is displayed indoor and outdoor areas of the Centre.

Staff plan learning experiences based on children's interests. All learning is evaluated in a daily journal and reflected in programming and planning for learning outcomes for children in the Centre.

Children are encouraged to problem solve at age/developmentally appropriate levels.

Staff model appropriate language and behaviour and discuss with parents when appropriate.

Staff encourages children's social skills through modelling and the social skills program at the Centre.

The Centre has a behaviour guidance policy that encourages redirection and supports the Centre philosophy of a play based curriculum for children.

Staff rosters reflect continuity of staffing and the Centre commitment to Primary care model.



Key improvements sought for QA5

Standard/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.
	Identified issue Children's well-being and persistence (learning disposition) discussed with families and staff to ensure consistency, regular attendance at the Centre and shared information.

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
5.2.2	Wellbeing for individual children	H	<p>Staff identify children who benefit from a specific wellbeing plan (in addition to Individual Learning Plan)</p> <p>Devise plan pro forma</p> <p>Collaborate with parents and carers</p> <p>Establish outcomes for child</p>	<p>Shared goals for child in home and education/care environment</p> <p>Collaborate with carers and other agencies e.g. Families SA</p>	Term 2 2015	

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	<p>The Centre encourages families to visit prior to enrolment. Families are given enrolment information, Centre information book, and tour of the Centre. Staff discuss individual needs and supports the Centre and community can offer.</p> <p>Families are encouraged to join the Governing Council and participate in Centre events.</p> <p>Families encouraged sharing information about their child's learning and caring routines.</p> <p>The Centre has involvement with other community agencies including Child and youth health, Community Health, Inclusive Directions and DECD (Department Education and Child Development SA) special education services and Bilingual Support services</p> <p>Children receive preschool support e.g. speech pathology and psychology and social skills and learning assistance through Inclusive Directions.</p> <p>Children and families attend Child Development Unit meetings with support staff from the Centre.</p> <p>Centre has strong community focus and encourages visits to and from other community groups e.g. Hospital day care clients, retirement village neighbours, school groups, excursions, local art gallery and library etc.</p> <p>Children and families are encouraged to spend time in the Centre with Family nights, break up concerts, performances, Fathers and friends visits, picnic lunch times, end of term learning celebrations e.g. Wheels day, movie nights etc.</p> <p>Preschool children regularly share celebrations and events with local school e.g. Harmony day and transition visits.</p>
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Key improvements sought for QA6

Standard/element 6.3.2	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.		
	<table border="1"> <tr> <td data-bbox="360 228 589 316"> Identified issue </td> <td data-bbox="600 228 2128 316"> Learning portfolios easily accessed by families and children. Additional support services information for children and families is available and easily accessible. </td> </tr> </table>	Identified issue	Learning portfolios easily accessed by families and children. Additional support services information for children and families is available and easily accessible.
Identified issue	Learning portfolios easily accessed by families and children. Additional support services information for children and families is available and easily accessible.		

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
6.3.2	Transition between programs at site recorded in summation of experience	H	Children have 1 portfolio for their entire experience at CMCC. Portfolios stored for ease of access by families and children	Continuity of learning New shelving installed	2015 June 2015	

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.
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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	<p>The Centre has a commitment to excellence. The staff team work collaboratively in a professional and supportive environment. The staff team has developed a set of guiding principles. Centre philosophy has been developed and regularly reviewed by staff, families and Governing Council. The site has a comprehensive staff induction and a merit based selection process.</p> <p>Shared leadership roles are undertaken by staff as to maintain a well-managed site and develop capacity and skills of staff team members. Staff team completed self-assessment against National Quality Framework Quality Areas and an action plan then incorporated into our Quality Improvement Plan</p> <p>Staff have annual performance development discussions.</p> <p>Staff are qualified and or working towards formal qualifications with support from leadership staff and Centre governing council.</p> <p>The governing council (in consultation with the finance subcommittee) sets an annual budget and the site is audited annually.</p> <p>All staff have criminal offender history clearance, first aid qualifications and mandatory notification (child safe environments/RAN) training.</p> <p>The site has a grievance (parent concerns and complaints) policy and process.</p> <p>All site policies are reviewed annually</p> <p>The Centre has regular newsletters, excursion and events information and regularly updated displays and posters to inform parents and carers of education and care in our Centre.</p> <p>The Governing council meets monthly; there are 2 staff reps on the governing council, parents and community members.</p> <p>All matters pertaining to the centre and its business are kept and stored confidentially.</p>
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Key improvements sought for QA7

Standard/element 7.2.1	A statement of philosophy is developed and guides all aspects of the service's operations.	
	Identified issue	Philosophy statement review
Standard/element 7.2.3	An effective self-assessment and quality improvement process is in place.	
	Identified issue	Site Quality Improvement Plan to be regularly reviewed.

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
7.2.1	Review Centre Philosophy Statement	H	Seek feedback and discussion from Governing Council Staff Families and Community	Review of our current Philosophy Statement	October 2015	
7.2.3	A regular staff and Governing Council review of Centre QIP.	M	Scheduled staff audits on current QIP Regular progress notes shared with staff Governing Council report at each meeting	QIP will be our site focus for educational program, performance development and staff professional development.	February June October 2015	