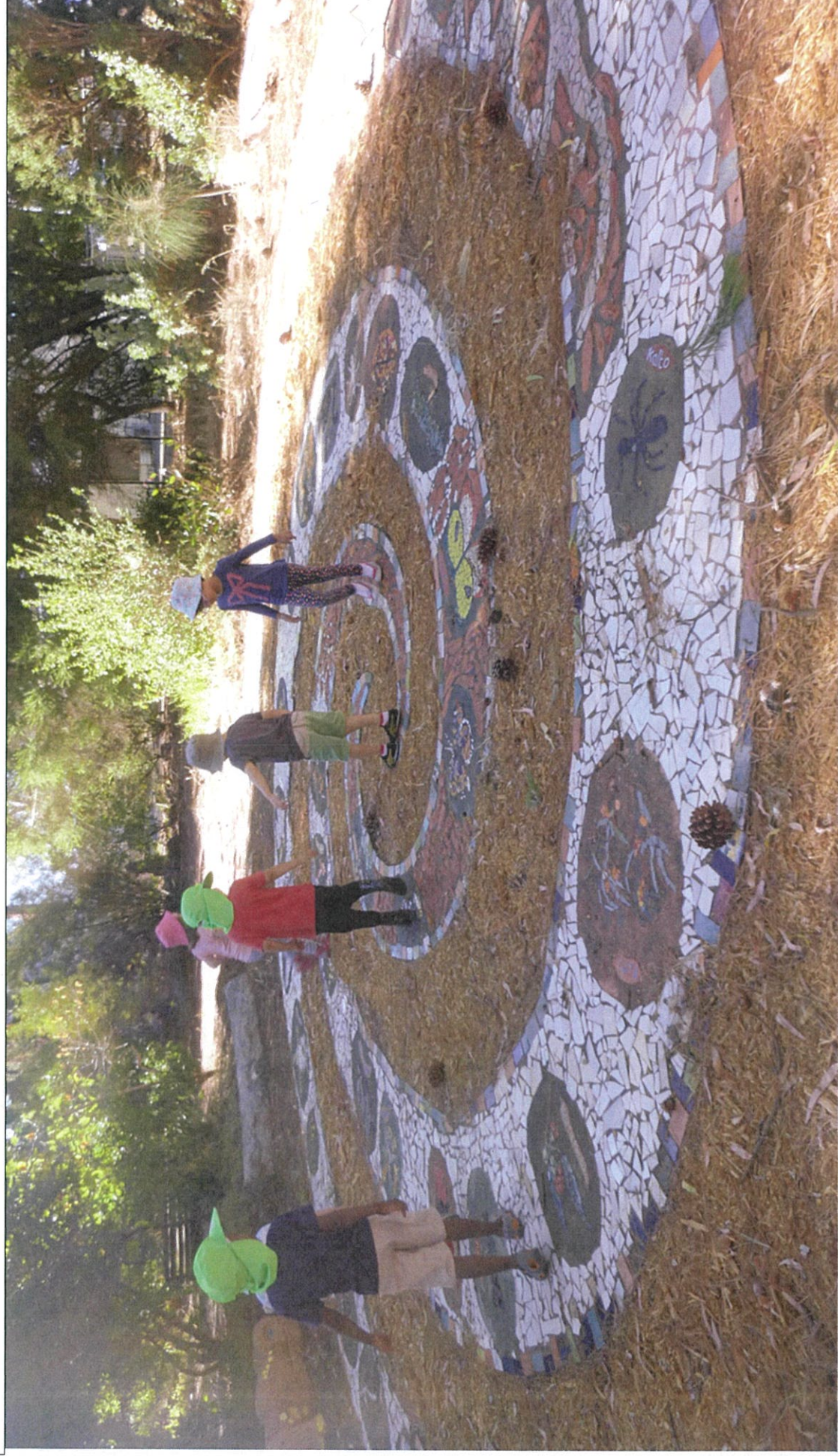


Quality Improvement Plan 2017

Windsor Gardens School B-12 Preschool





Service details

Service name	Service approval number
Windsor Gardens School B-12 Children's Centre Preschool	SE - 00010374
Primary contact at service	
Allyson Goodale	
Physical location of service	Physical location contact details
Street: Beatty Avenue	Telephone: 82613339
Suburb: Hillcrest	Mobile:
State/territory: South Australia	Fax: 82661471
Postcode: 5086	Email:
Approved Provider	Nominated Supervisor
Primary contact: Department for Education and Child Development	Name:
Telephone:	Telephone:
Mobile:	Mobile:
Fax:	Fax:
Email:	Email:
Postal address (if different to physical location of service)	
Street:	
Suburb:	
State/territory:	
Postcode:	

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	8.45	8.45	8.45	8.45			
Closing time	3.00	3.00	3.00	11.45			

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.

Parking is limited for visitors to the Children's Centre in the on site car park. Off street parking is available in the car park adjacent the NECAP service off North East Road, first driveway after the car dealership as you travel north east along north east road.

Pupil free days during 2017 are Friday 31st March,, Monday 1st May, Friday 9th June, Friday 1st September, Monday 4th September.

How are the children grouped at your service?

Children in their eligible year(s) of preschool are able to access their entitlement as two consecutive days (Monday and Tuesday or Tuesday and Wednesday) and a half day (Thursday morning). Plans are underway for the half day to be converted to a full day every fortnight starting from the beginning of term three. In this way all children are together on a Tuesday and have access to friendships across the whole enrolment. In addition, educators are able to plan events to include the whole enrolment. Conversely, Monday and Wednesday each have half the total enrolment and enables small group events and a consistency of friendship groupings.

Educators have focus groups based on friendships and interests to maximize learning through collaborative work.

Write the name and position of person(s) responsible for submitting this Quality Improvement Plan
Allyson Goodale is the nominated supervisor.

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

- Every child has the right to achieve their best in a safe, fun and respectful environment where play is valued as a process for learning.
- Every child has the right to belong and their wellbeing is recognised as being vital to learning.
- Children are capable and active participants in their learning.
- Children are given opportunities to build real connections with the natural environment.
- Learning environments are reflective of children's interests and recognise every child is an individual with their own needs.
- Partnerships with families are valued and fostered through communication.
- Families are viewed as the most influential teacher in the early years.

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>Curriculum decision making is based on the outcomes as described in the Early Years Learning Framework. The literacy and numeracy indicators are incorporated in planning and assessment documents, allowing for a systematic solution for educators to come together and reflect, review and moderate children's learning and wellbeing. Individual learning observations are linked to the EYLF and the curriculum is referred to on wall displays for engaging parents and the community. Child profile surveys are conducted at the beginning of the year to assist in planning for individual children and children's own interests are encouraged and recorded for follow up in the curriculum. The small size of the service enables educators to have many informal conversations regarding children's progress and a visual diary is displayed in a prominent location to allow families to see and learn more about children's learning. Weekly staff meetings enable educators to plan for and discuss children's needs.</p> <p>All educators are involved in collecting observations of children; sometimes as short notes, sometimes with photos and text to illuminate children's learning. Reflections on teaching and learning are sometimes incidental conversations and also intrinsic to the cycle of planning when "what next?" is asked for children's learning. All children have an individualised learning plan which is continually reflected upon, both with other educators as well as parents/caregivers.</p> <p>Educators support all children's participation by providing an environment where children may access equipment independently, move to other activities when they choose and by being responsive to children's needs.</p> <p>The timetable and routine allow for free play (both indoor and outdoor) as well as whole group sessions in the morning and afternoon. The children are also offered a choice for small group sessions. Snack and lunch times are managed to ensure good hygiene practices are embedded in the routine.</p>
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Key improvements sought for QA1

Standard/element 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	Identifying groups of children whose learning needs are similar is an extension of the work done previously to embed the process of observe, plan, do and review for individual children. It is our next step to maximize our teaching efforts for all children.

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
1.2.3	Identified cohorts of children whose learning strengths and challenges are similar, for whom educators can plan learning experiences to target those skill sets.	M	Sharing observations and insights regarding children's learning during weekly meetings.	Flexible groups of children will evolve as educators identify children's skill strengths and challenges and the individuals in those groups will have additional opportunities to consolidate learning.	T3	

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: <ul style="list-style-type: none"> (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

On enrolment the health requirements of children are identified and steps are taken to ensure that health plans are in place if needed, this information is made available to all educators via display in the kitchen cupboard which houses medication.

Children are taught and reminded to wash hands frequently throughout the day; at food times, after toileting, after wiping their nose, and generally when educators notice that they are dirty. Hand washing facilities are available for educators.

Signs are displayed to notify families if there is an outbreak of an infectious disease and children are requested to remain at home until they are well enough to return to kindergarten.

Healthy food choices are embedded into the program with all families encouraged to bring an appropriate snack and lunch daily. Healthy eating is promoted by acknowledging healthy food choices, careful selection of nutritious food or drink provided by the service and empowering children to identify healthy food choices independently by teaching and learning about the healthy and unhealthy spectrum. Lots of written material is available to parents to support their children's learning. Children are encouraged to bring a water bottle and we can provide fresh, filtered water if required via a pura tap filtration system and plastic cups.

The outdoor learning area is large and varied and allows for plenty of physical activity. Age appropriate equipment is added to the environment on a daily basis for children to challenge themselves physically. Various movement activities such as 'Move to learn', dance, yoga etc. are included in the program. The outdoor and indoor areas are checked daily for hazards and any maintenance or issues are dealt with in a timely manner.

The centre is always staffed with the appropriate educator: child ratios. All educators are aware of their role and responsibility toward responding to the abuse and neglect of children. Child protection curriculum is taught to raise awareness among children about the right to be safe and empower them with protective strategies.

Key improvements sought for QA2

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	Not all children are given the opportunity to rest in a systematic way.
Standard/element 2.3.3	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
Identified issue	Regular practices are required.

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
2.1.2	Opportunities for rest for all children.	M	Trialling a timed eating period and providing resting music, books and linen and mats.	If a child is able to sleep when needed.	T3	
2.3.3	Regular emergency evacuation practice will be provided to children and staff.	H	Request to Head of Primary for regular whole site practices on a Tuesday.	When there is a practice in Week 5 each term.	T2	

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, furnishings, furniture, equipment, facilities and resources are suitable for their purpose.
	Element 3.1.2	Premises, furniture and equipment are safe, clean and well maintained.
Standard 3.2	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.
	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.
Standard 3.3	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.
	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 physical environment, both indoors and outdoors, is well maintained, orderly and fit for purpose.</p> <p>Swings and climbing experiences are set up outdoors for the children each week on suitable soft fall, allowing them several days to master and then practise the new challenges presented.</p> <p>Large shaded areas allow for children to be active, noisy and at times with the addition of water, messy! Outdoor experiences with nature are enhanced by educators use of the worm farms, encouragement of children to explore the natural environment and visits to the areas of the campus outside the preschool fenced area such as the garden, school playground, gymnasium and library.</p> <p>The purchase of tricycles has added a new dimension to children's outdoor experience this year. Other equipment from the shed is provided, depending on the play developing during sessions and is usually co-constructed with children.</p> <p>The indoor learning environment is well ventilated, open, light and airy and allows for supervision of the whole area. The arrangement of furniture in the room is regularly changed to encourage independent exploration by the children. There is a large variety of equipment and activities available for children to access as their play evolves, along with items educators can add as they respond to children's interests.</p> <p>Sustainable practices are embedded in the program as children are supported to become environmentally responsible and show respect for the environment by use of colour-coded bins to sort waste at lunch and snack times each day. Food waste is added to the worm farm.</p>

Families are encouraged to bring recycling materials to be used in the making area.

Supervision is easily achieved by the large but open playspaces in conjunction with sensitive educator positioning. A concurrent indoor/outdoor play time is achieved safely with staff members scheduled for responsibility for one playspace. Clear sight lines to the access points from indoor to outdoor and from outdoor to the larger campus mean security and safety of staff and children is protected.

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

All staff have appropriate qualifications and the child-ratio requirements are followed at all times. Additionally, the educators have many years of experience in early years education and are able to draw on this experience when discussing our service, practice and improvements.

Staff professional development is guided by the improvement principle that all staff have the right to access good professional development and its purpose is two fold; that is, to create effective learning outcomes for students and satisfying teaching for educators. This professional development is enhanced with weekly staff meetings where topics are identified and prior reading can be accessed.

The professional development conversations are guided by the Aitsl Professional Standards for Teachers and Principals. Ancillary staff are given the same opportunities but the guiding documents are not available so readily as there is no job and person specification to frame the discussion. This is a difficulty countered by focusing on the individual strengths and challenges as identified between Ancillary staff and their line manager.

A collegiate culture is promoted by DECD to work collaboratively to share information and resources in our work. A Code Of Ethics online training is encouraged for all staff as it elaborates the particular behaviours which contribute to a mutually respectful culture. Our workplace practices for meeting together have evolved over recent years and successfully enable professional relationships and conversations that support teaching and learning.

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.
Standard 5.2	Element 5.1.3	Each child is supported to feel secure, confident and included.
	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

Our service has a maximum number of children in a session set at 40. Half the sessions have a maximum number of 20. This small number means educators and children have plenty of opportunities to be together in formal and informal ways to build relationships. We seek information from families to inform our relationships with insights into interests, likes and dislikes, family culture, language development and concerns.

Our practices relating to Circle of Security have become embedded in our day to day relationships with children and are promoted to families to support children at home as well. Restorative Justice principles have become well understood by children and educators and work well to resolve conflict. A predictable response from educators when children are struggling with the behaviour of other children is "Use your words, say, stop I don't like it when you.....", and to repair relationships, educators model a scripted response "Are you ok?"

Each child's learning and wellbeing is monitored. Educators have a group of focus children for whom they observe, plan and review for teaching and learning. Sharing the insights between educators means each child's relationship with the whole staff team is supported.



The playspace is designed to maximize collaborative learning because we know that learning is a social construct and learning happens best when ideas can be shared and discussed, challenges negotiated and problems solved with teamwork. Children at this service are familiar with and use the term 'teamwork' at various times in the day.

A negotiated culture is established at the beginning of each year when children come together for the first time. This negotiation involves nominating, discussing and agreeing on norms for behaviour and an expression of our rights to feel safe and responsibilities to look after each other, ourselves and our environment.

Supporting curriculum content from the Child Protection Curriculum and You Can Do It program is used to reinforce these ideas for children and families.

Positive behaviours are noticed for the benefit of the whole group and mistakes described as such, meaning errors are a way to learn, we all make mistakes and learn from them.

The staff team includes a diversity of culture and language which offers children the opportunity to communicate in a familiar way.

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>Collaborative partnerships with families and communities is achieved through the work of the Community Development Co-ordinator to engage families in activities where conversations are able to be held around services and facilities. The preschool staff engage with families at regular points in the week, at drop off and collection times and through phone conversations about particular issues that might arise.</p> <p>Information is sought from families regarding their concerns for their child's development at the beginning of the enrolment process and again at a three-way interview where learning goals are discussed. This is conducted at the end of term two when educators know children well and parents have seen progress in some areas and may have concerns about others.</p> <p>An orientation process exists in the term prior to children starting school for parents to complete the documentation, learn about policy and practice and ask questions. This parent information event is generally well attended.</p> <p>Regular newsletters and emails are used to relay information between our service and families. Note pockets are a convenient way to share information about learning and events. The School Bag app is a digital newsletter available for downloading to phones and ipads.</p> <p>Families are recognized in our philosophy statement as primary educators and given respect for this important role as well as support for their ongoing learning.</p>
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Our FSC is available to parents as a resource for services and assistance given to access such services. Internal support for learning is facilitated by the preschool and outside agencies such as Novita are welcomed into the service to support children.

Ongoing work to include representation for preschool families on Governing Council is part of the Directors efforts in 2017. Invitation to families to be part of a reference group is underway as part of the QIP for 2017.

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	Representation is not embedded in our governance system.

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	Representation of family contribution to service decisions	M	Invite all families to join a once per term group. Target individuals to join this group.	A collaborative partnership between families and the service contributes ideas for improvements.	Term 4	

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

The preschool is represented by the Director on the Windsor Gardens School B-12 Governing Council. This forum provided an opportunity for matters of budget, facilities, staffing as well as teaching and learning strengths and challenges. It is a good opportunity to offer information about the service to members of the wider school community who may not know how the preschool works and what special challenges and opportunities we have. A report is prepared for each meeting to highlight enrolment and attendance, curriculum interests, staffing changes or adjustments, events and news.

New staff and volunteers are welcomed with a comprehensive induction book that gives information about the service and the requirements we have for staff as well as seeking information so that we can offer a complete duty of care to them whilst at our service. Relief staff are sought from local references and also from the Early Years Educators Facebook page.

All educators are required to meet the requirements of the Teachers Registration Board and National Quality Standards relating to qualifications and fitness to work with young children and their families. A record is kept at the service of the expiry dates for mandatory reporting training and criminal history screening.

The staff team here is characterized by continuity of educators, investing in our professional development and supporting ongoing learning. Ancillary staff are nurtured to encourage development of a wide skill set and opportunities for work can be variable across terms so off site work is supported with a flexible approach to timetabling.

The Statement of Philosophy is reviewed each year across the Children's Centre and is advertised widely across our service and in communications.

Individual professional performances are seen in a cycle of plan do and review. The Aitsl standards are used to guide these cycles and goals are linked to the QIP to ensure accountability to our core business.

The Quality Improvement Plan provides the frame for systematically reviewing our service across 7 domains to plan for improvements. We are mindful of the DECD strategic plan that describes a vision and the values for our service. Key priorities include improvements to learner achievement, health and family services and keeping children safe. Our service sits within the Torrens Partnership and is active in setting directions for co-ordinated training and development and educator reflective practices address these DECD priorities.

Records and information is stored confidentially in locked filing cabinets as appropriate and archived according to the relevant schedule.

A Grievance Resolution Policy is current and communicated to staff via the induction process. Complaints from parents are welcomed and a Complaints policy and procedure is current and communicated to families via the induction process.

Key improvements sought for QA7

Standard/element 7.3.5	Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly	
	Identified issue	Policies are not readily available for families to read and discuss with staff.

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
7.3.5	The large number of policies will be readily available for families to access, discuss and comment as they are reviewed. Policies will be well understood by our parent community.	M	Present all current policies in a folder at the sign in desk for parents to access. Present policies for review at the sign in desk for comment.	Compliance and agreement after discussion of current and reviewed policies.	Term 2	