



**Government
of South Australia**

Department for Education
and Child Development



'a place where children learn skills for life'

McRitchie Crescent Children's

Service details

Service name	Service approval number
McRitchie Cres. Children's Services Centre	
Primary contact at service	
Elizabeth Jones	
Physical location of service	Physical location contact details
Street: 55 McRitchie Cres. Suburb: Whyalla Stuart State/territory: SA Postcode: 5608	Telephone: 08 8649 3535 Mobile: Fax: 08 8649 2031 Email: kindy.director@mcritchiecsc.sa.edu.au
Approved Provider DECD	Nominated Supervisor
Primary contact: Ms T Winter Telephone: 8226 3644 Mobile: 0401 123 377 Fax: 8226 3644 Email: trish.winter@sa.gov.au	Name: Elizabeth Jones Telephone: as above Mobile: Fax: Email: as above
Postal address (if different to physical location of service)	
Street: PO Box 2220 Suburb: Whyalla Norrie State/territory: Postcode: 5608	

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	8.30	8.30	8.30	8.30	8.30		
Closing time	3.30	3.30	3.30	3.30	11.30		

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.

This service is linked to the school calendar year and therefore is closed during school holidays. We have 2 pupil free sessions a year which are named 4 week in advance to allow parent time to find alternative arrangements for their children.

There is parking at the centre for staff and about 10 cars but parents mainly park in the streets. A bus service stops next to the centre.

How are the children grouped at your service?

Children are divided amongst the staff members according to how many contact hours that member has and exiting reports are written by the 3 teachers. Children have a combination of sessional hours from 4/6 sessions over 2 weeks to all AM/Pm and a range in between

3 Occasional Care sessions are available for children 2 to 4 yrs and are the responsibility of the Co-ordinator Anne Castle They are Thurs Am and PM and Fri AM and share the kindy session.

Children requiring support are assigned a worker, funded by DECD, who best suits the additional learning requirements. Children with high need may also access Mirium High Outreach Services

Aboriginal children receive a combined extra 3hrs support to assist their Literacy and numeracy.

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

Nominated Supervisor, Elizabeth Jones

Service statement of philosophy

McRitchie Cres. Children's Services Centre Philosophy

McRitchie Crescent Children's Service Centre believe that :

1. Early Childhood is the time of huge growth and development for children. We share the responsibility for fostering the development and teaching of the whole child with Parents/caregivers.
2. Each child is individually unique in their progression of development, and, with their own style of learning, behaviour and communication skills.
3. When children are in a safe, healthy and supportive environment they are able to form secure attachment with staff and peers. These attachments when combined with routines and a well structure program, enable children to take safe risks and explore.
4. The child's whole development is nurtured through a program based on children's interests, parent input, staff observations and assessments and The Early Years Learning Framework. We implement this program by using play based learning and the theological framework of Socio/cultural Theory.
5. When staff work in a safe, healthy and supportive environment they are able to continuously learn and develop their own professional knowledge and skills.
6. When Parents/caregivers feel welcome and valued, they will work in partnership with staff and contribute to their child's learning and development.
7. As part of the community, our role is to value and promote participation with other local groups, service providers and communities.

Therefore

Our vision is to promote a collaborative teaching and learning community with a focus on communication (speech & language) and behaviour (social skills).

We acknowledge and appreciate the bond Aboriginal and Torres Strait Islanders have to this land.

We exist to plan & deliver a high quality, balanced programs to develop children's learning, well being, physical, social & emotional growth.

We value respect, learning, honesty, support, engagement & fun.

The effectiveness of our centre is reliant upon the relationship between staff and all stakeholders.

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>This site has mapped it's" systems" ; the processes we use to run the centre and all things involving the children. Routines and in place and transitions and managed with signals eg a bell used to inform children that routines are about to change.</p> <p>Our site has been providing ILP for all children for 3 years using EYLF as our tool for programming. We have a planning cycle of observation, goal setting, planning, and reporting. At staff meetings we discuss children who we identify with concerns and for a common method or process of helping the child.</p> <p>We request parent information about the child on enrolment and provide information on goals set each term. Each term a term overview of what learning areas we have covers, excursions, staff Training & Development, children starting & leaving, special events happening the next term and dates to remember, Half way through the child's year we again request information from the parents and provide an interim report. At the end of the child's year we provide a portfolio of photos with short description, collection of art work, the child's work book containing work samples, drawings, excursion & special events photos and copies of information sent to parents.</p>
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Key improvements sought for QA1

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	Staff are finding there is too much paper work is required for each child, so we are reviewing the needs of the child against the EYLF to more streamline the process. Developing a common summative report is a focus this year amongst the 6 kindy in Whyalla
Standard/element		
	Identified issue	

Improvement Plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1.2.1	A more streamline method of assessing, recording and reporting	M	<ul style="list-style-type: none"> • Staff meeting to review process 	<ul style="list-style-type: none"> • Staff feeling less unable to cope with the paper work 	T4	
	Common Summative	M	<ul style="list-style-type: none"> • Staff from all kindies meet to find common ground and wording for the summative • Parent input on what they want • 	<ul style="list-style-type: none"> • A common summative report used by all kindies 	T4	

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	<p>On enrolment parents/ caregivers are asked if there are any health concerns. Forms to deal with issues are then provided to be filled if by the doctor and filed with their enrolment form. A list of children with health issues is placed in the kitchen along with the child's medication and new educators are informed where necessary. On enrolment parents are given a copy of the health and medical policy.</p> <p>We have an process of cleaning and disinfecting all furniture, toys, books, etc. as well as a daily cleaner overnight.</p> <p>All children's injuries, health and incidences are recorded and a copy given to the parents in serious cases parents are contacted and requested to collect their child. All staff have been trained in basic first aid.</p> <p>Supervision of children is paramount as we have children with additional needs who need extra support and watching. We teach and support children to use protective behaviours and have termly invac & evacs teaching and practicing the signs and skills required to be safe.</p>
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Key improvements sought for QA2

Standard/element 2.1.1	Each child's health needs are supported
Identified issue	Are all health issues covered by health plans?
Standard/element 2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.
Identified issue	Are all power board safely used? And wooden structures need upgrading.

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
2.1.1	Children's health issues are identified and strategies in place.	H	Director to review all children's enrolment forms and get plans filled	All plans reviewed & filled	T1 Wk10	
2.3.2	Safe use of power boards Upgrade outside structures	M M	<ul style="list-style-type: none"> Review use of. Install more power points Use cable tubes <ul style="list-style-type: none"> Working with GC to raise money Replace boards on stage area Install new playground once money is available 	Removal of power boards New power cord covered Upgraded stage New playground	T3 Wk10 T4 Wk 10	

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>This centre was purpose built as a kindergarten in the 70s. The building is well maintained and the outside yard is large. Furniture & equipment are replaced when required new resources are constantly being purchased to keep up with changing technology.</p> <p>We have a large range of outdoors and indoors equipment so that different piece and combinations of pieces can be put out to create interest for children. The layout of the inside is set in 3 areas Social (loud group) play, creative play and individual (quiet) play. Within those areas we rearrange equipment to suit the program but children can always find their favourite activities. Outside we have designated areas but again different equipment can be place with in the areas according to the program.</p> <p>2012 we started a Veggie garden and this has proved very popular with the children enjoying watering and picking veggies. We also started a worm farm and the children take turns to feed the veggie scrapes to the worms.</p> <p>Due to trees reaching a dangerous side we had to remove 5 large trees reducing our lovely shade although we still had lots of shade. We also had to have our slide and stage area removed due to white ants and the kindy parents are fundraising to purchase a small climbing & slide playground.</p>
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Key improvements sought for QA3

Standard/element 3.3.2	Children are supported to become environmentally responsible and show respect for the environment.
Identified issue	How are we involving environmental education in our program?
Standard/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
Identified issue	Our yard needs upgrading.

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
3.3.2	Develop a program for mat time on sustainable, environmental sciences	H	Teachers to develop SOSE program Program Implemented in Kindy by all staff	Finished Program and resources in a booklet Children feel ownership and respond and engage with the activities	Ongoing	This is a long term project that can be used every year.
3.2.1	Upgrade outside yard	H	Remove bark and dirt then replace with new bark. Plant shrub, bushes trees a etc to create spaces for children to wander through	Renewed soft fall New plants.	T4	

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	<p>As a staff team we have been together for 8 years and have formed a professional as well as a strong personal relationships. We meet every Tuesday as a team to discuss centre issues and recently hold T&D on the QIP and EYLF. We also meet to discuss the children antidotally. I have a PMP meeting with all staff yearly which combines self review and goal setting for both professional & personal learning.</p> <p>As a staff team we regularly gather after work to debrief and share information and funny stories as well as met after hours for family gatherings Because of the changes happening in 2013 our staff team has been involved in lots of T&D usually designed around our needs.</p> <p>All our teacher have a Bach in Early Childhood or Special Needs. .The ECW 2 have a diploma and the ECW1 have Cert 3 with 2 of them working toward their Diploma.</p> <p>As the director I believe strongly in a 1 to 10 ratio for children and because we have a lot of children with additional needs that needed shadowing. I will pay for extra staff to be with the children.</p> <p>Parent feedback, through surveys and personal comments, that they are very happy with staff and the staffing at our centre.</p>
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Key improvements sought for QA4

Standard/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.
Identified issue	Changes to the way children start and finish their year at kindy by the State Staff are struggling with the work load and are now being involved in person development T&D

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
4.2.2	Profession T&D to meet new changes to kindy.	M	Staff need to develop their Professional self through reading and discussing written articles.	Director to develop a reading & discussion program for staff meetings.	T4	
	Changes to the way children start and finish their year at kindy by the State	M	Staff to meet and discuss changes and how they impact on our site.	Smooth transition into 2014	T4	
	Workload review	M	Staff to spend time at staff meeting reviewing our current practices.	Reduced paper work	T4	



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	<p>Programs & staff ratios are designed to enable educators to be available to children and engage in warm, responsive interactions maximising teachable moments. Staff have strong relationships with children which are needed as we deal with some serious behaviour issues and the children need to trust with us so they feel comfortable to “play” with us.</p> <p>Through a play enriched environment children have opportunities to collaborate with peers & educators. The educators are nearby, ready to offer support as needed or personally “playing” with the children guiding and questioning them to extend learning.</p> <p>All children have an assigned staff member who observes their learning and set goals, giving suggested activities to the teacher to assist with programming. They also send home copies of any goals with activities for the parent to do with their child at home.</p> <p>Staff are very skilled at early intervention and teaching children social & play skills.</p> <p>We have a system of “tagging” other staff if we feel that we are not making those connections with the child needed when dealing with negative behaviour but we believe and work on positive interactions noticing the behaviours required and making it fun to comply with requests.</p>
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Key improvements sought for QA5

Standard/element [number]	
Identified issue	
Standard/element [number]	
Identified issue	

Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes

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>Whyalla is a small city and most people know or know of the staff working in our kindies and schools so it is important to develop a good working relationship with parents as “work of mouth” recommendations help parents chose the preschool they want their child to attend. First contact by phone or walk in, are treated with a welcoming respectful manner regardless of culture, or economic circumstances. All efforts are made to help the parent and child fit in and successfully become involved with the centre.</p> <p>We have Governing council with about 10 member regularly attending who meet 8 times a year nut contribute to fundraising and assist with jobs around the centre as well.</p> <p>Every term we hold an after hours family event that are well attend and enjoyed by the families. We also are involved in community events including “Kindy in the Park”, Literacy/Numeracy Week, Christmas pageant, and Christmas tree display.</p> <p>DECD our Provider now combines Health, education and families SA services and the focus has become the whole families and any issue that arise, which means that we now share information and work together to provide the services need for the child and the whole family.</p> <p>Staff are usually the first service to regularly see the child and can therefore identify health or behaviour issues early and working with the family and specialist to support the family.</p>
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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	Families are requesting out of hours meeting how do we support parents with going to after-hours meetings?
Standard/element	
Identified issue	

Improvement plan

Standard/element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
6.1.2	Parent out of hours meetings	M	Discuss the merits of this process with staff	Idea either started or rejected.	T2	
	Updated web page	H	<ul style="list-style-type: none"> • Prepare resources required • Put onto flash drive • Send to Michael 	Operational web page accessed by parents.	T2	How will we maintain our webpage?

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 whole running, culture and feel of this centre is set by the leader. This means leadership is critical for the running of the centre. AS a leader I provide T&D on topics related to our improvement eg when EYLF first came out we spent a term meeting every Tuesday to review and put it into terms that we all understood. I also work with staff to design lesson plans and set goals and activities for the children's learning. I have worked with staff to progress their individual learning and upgrade their skills getting them to set their own learning & improvement goals and providing feedback, support and regular meeting to assist this development.</p> <p>As a staff we worked on our philosophies and with parent input combined then to make a cohesive centre philosophy. We worked on assessing our strengths and areas we needed to improve which I then put into our QIP.</p> <p>Record keeping and the processes of running have been documented in a comprehensive system. Governing council contribute and are informed of all developments and changes made by the centre.</p> <p>Staff are currently working on developing an assessment tool for dramatic play.</p>
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Key improvements sought for QA7

Standard/element 7.2.2	The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement.
Identified issue	Mat observations to gain knowledge and reflections of staff, who plan and implement the mat lessons. Plan observations by staff of children's play.
Standard/element	
Identified issue	
Standard/element	

Identified issue	
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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
7.2.2	Mat observations to gain knowledge and reflections of staff who plan and implement the mat lessons.	M	Staff will take turn observing different mats & staff to collect data on proforma designed.	Improve mat lessons	T4 Wk10	
	Plan observations by staff of children's play.	M	T&D by staff on what and how to observe play which is recorded on the proforma.	More in depth understanding of play by staff.	T4	