



Australian Children's
Education & Care
Quality Authority

File ref:
(if applicable)

National Quality Standard Assessment and Rating Report

Service name

Hahndorf Preschool

Service approval
number

SE-00010450

Provider name

Department for Education and Child Development

Provider approval
number

PR-00006069

Assessment & rating
number

ASR-00010566

Report status

Final Report

Date Report
Completed

18/07/2015

About this report

Purpose

The purpose of this report is to give the approved provider notice of the outcome of the rating assessment and the rating levels for their education and care service (under section 136 of the Education and Care Services National Law).

The goals of the report are to provide:

- an assessment of the education and care service against the National Quality Standard (NQS) and the National Regulations
- the reasons for rating the service at each level
- support for the ongoing quality improvement of the education and care service

The rating system

The National Regulations prescribe the rating levels within the assessment and rating process (regulation 57). The rating levels are:

- Exceeding National Quality Standard
- Meeting National Quality Standard
- Working Towards National Quality Standard
- Significant Improvement Required

Further information on how ratings are determined is available in the *Guide to Assessment and Rating for Services*, available on the ACECQA website at www.acecqa.gov.au.

Assessment and rating visit details

Type of service

- Long Day Care Outside School Hours Care (OSHC)
 Family Day Care (FDC) Preschool / Kindergarten

Nominated supervisor

Kerry Docking

Educational leader

Jason Fishers

Responsible person

Jason Fishers

Primary contact for assessment & rating

Kerry Docking

Quality Improvement Plan date received

09/04/2015

Visit

Date Arrival Departure No. of children in attendance

Authorised officer

Name

Name

Further information (if applicable)

Hahndorf Primary School Preschool runs sessional preschool programs for children who will be attending school the following year. The service is part of the local primary school and is line managed by the principal of the school with the early years leader in the school playing an active role in the program. The early years leader has previously taught in the preschool for a day a week as part of her teaching responsibilities. At the time of the assessment and rating visit she was acting principal of the school.

The educational leader has recently been employed by the service this year. This is his first fulltime contract as a teacher and additional supports are in place to support him in this role. The service currently employs two school support workers to work alongside the teacher on designated days with both of these educators

having been at the service for an extended period of time. An additional teacher employed to support the educational leader has recently been employed by the school on a contract basis and is working alongside the other educators to familiarise herself with the program.

The service has a designated outdoor area within the school grounds and is housed in a converted cottage at the entrance of the school. Children attend the service as part of one of two groups with designated days for each group.

Quality Area 1 - Educational program and practice

Standard 1.1	An Approved Learning Framework informs the development of a curriculum that enhances each child's learning and development.	
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.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
1.1.2	Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
1.1.3	The program, including routines, is organised in ways that maximise opportunities for each child's learning.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
1.1.4	The documentation about each child's program and progress is available to families.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
1.1.5	Every child is supported to participate in the program.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
1.1.6	Each child's agency is promoted, enabling them to make choices and decisions and influence events and their world.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met

Evidence for Standard 1.1

- The practices identified in the Early Years Learning Framework (EYLF) were promoted in educator interactions with children. Learning outcomes from EYLF were identified in documentation for each child along with observations which identified how these outcomes were being achieved by children.
- The experiences offered for children promoted a large range of learning opportunities. There were designated areas in the service with a focus on developing children's skills in a particular area such as a wet area with craft experiences placed on the tables in this area, resources for children to engage in dramatic play and large areas for children to engage in construction play with resources which included Mobilo and building blocks to enhance children's development.
- The routines allowed for large periods of time for children to explore equipment. Children were able to move from the indoor to outdoor environment freely and choose from a variety of resources available in both environments. Children were able to leave resources set up for extended periods of times and were seen coming back to experiences which they had previously set up.
- Information about the program is readily accessible for all families through a variety of ways. Various displays were seen throughout the service depicting the experiences children had recently been involved in. The service uses floor books to document the programs children are involved in for families to view, with a series of photographs taken throughout the day. Photographs are also displayed on a digital device for families and children to see. Learning stories are completed on all children with families provided with a copy of these stories. Newsletters are used as a way of communicating to families about the programs. Each child also has a statement of learning written about them which provides families with an overview of their child's development at the end of each term. The educational leader stated that families have responded well to having information emailed to them about the program which he has recently instigated as a way of actively communicating with families.
- The program ensured that children were assisted to have agency with children given choices and able to make a range of decisions. Children were able to access their own belongings. For example children took their own lunch boxes from their bags and were supported to put their belongings away after mealtimes. Many spaces of the environment were intentionally left free of resources providing children with the opportunity to choose what they wished to play with from resources placed on open shelving accessible to children. At group times children were given choice about where they wanted to sit. Children were seen sitting at the back of the room, on chairs and on the floor. Educators were also seen supporting children to attempt things on their own. For example, a child was seen being supported to attempt to write her name on a painting that she had completed.
- All children were seen being supported within the program. Educators were seen consistently engaging in the program assisting children with learning experiences. When children arrived at the service educators were heard asking children about what they wanted to play with and talking to children about experiences they had previously seen children engaging in. They were seen talking to children during experiences and engaging with the children in the experiences, such as one educator helping a child with a puzzle he had picked, assisting the child to find the pieces he needed to finish the puzzle.
- Transitions were smooth and effective and children were involved in the routines throughout the day maximising the

learning of the children. Educators were seen referring to a clock as a visual prompt for children about when an upcoming puppet show would be occurring for the service. The educational leader explained that the routines for each group varied due to the dynamics of the group. He spoke about how the educator team had adjusted the routine for one of the groups to allow for more free play initially as the children responded better to this routine. Routines were seen being adapted to the needs of children. When several children appeared to be losing concentration at a group session another educator was seen offering the children the opportunity to help with packing up outside whilst the other children continued to engage in group experiences.

- Children's ideas were the foundation of the program. A recent interest in football had been used by educators to explore the concept of sharing with children, with all interested children given an opportunity to play different roles in a game of football. Another example was when some children showed an interest in cubby houses they were provided with resources from educators to make 'tent cubby houses' outside supporting children to problem solve and experiment with the resources in the outside environment enabling children to successfully make their own tents

Standard 1.1 is rated Exceeding National Quality Standard

Standard 1.2	Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.	
1.2.1	Each child's learning and development is assessed as part of an ongoing cycle of planning, documentation and evaluation.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
1.2.2	Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
1.2.3	Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met

Evidence for Standard 1.2

- The service plans using a fortnightly cycle. Each cycle has set 'focus children' who are planned for individually. Individual experiences for these children are placed on the overall program to plan for alongside experiences identified by educators to extend group interests. Educators continually evaluate the program throughout the fortnight placing additional experiences to extend the learning of children as they are identified by educators. The program is a working document which is continually and informally evaluated throughout the cycle, then formally evaluated at the end of the cycle as part of the staff meeting/planning process.
- As mentioned a fortnightly plan is devised to capture individual planning for children. Further extensions for individual children are planned from observations taken on each child. Observations inform learning stories which are written for individuals. The learning stories identify the learning that is occurring for the child with further learning opportunities for individuals documented as part of these plans. Further learning opportunities documented as part of the learning stories for individual children are also placed on the fortnightly program plan when they are identified in the evaluation of the individual learning stories. These experiences are also planned for as part of the forth coming fortnightly cycle. Statements of learning are also written on a termly basis for each child providing families with an overview of their child whilst at the service. Observations and learning stories are used to inform these statements. Learning stories written on each child ensures that all children's learning is captured and promotes the participation of each child.
- Staff meetings are used as opportunities to reflect and evaluate the programs offered for children. All educators are involved in evaluating the program. The service also has 'closure days' which are opportunities for educators to be involved in additional training or planning whilst the children are not in attendance.
- Throughout the assessment and rating visit educators were heard informally reflecting on the program as part of the conversations that were occurring between educators. The educational leader stated that they often reflect on the program at the end of each day and their reflections are used to inform the program for the rest of the week. Discussions were heard between educators in regards to the routines and how they could be adapted to accommodate the needs of the group of children.
- Provocations were embedded in the programs provided by educators. An educator was observed playing a game of handball with a child. She asked the child to articulate the rules of the game and was heard asking the child to show how the game was played. She continually asked him questions about the game, providing the child with opportunities to use his problem solving skills and verbally communicate complex instructions to her.
- Educators were also seen using teachable moments to extend on children's learning. When a group of children asked to play running games with an educator, the educator used this as an opportunity to promote children's listening skills. He

spoke to the children about when to start and that they needed to listen for a certain word at the end of a countdown. He was heard interchanging the word with other words at the end of the countdown. On another occasion an educator was heard talking with a child about what he had made with the play dough person. She discussed with him the different parts of the 'person' asking him questions about how the processes he had used to make each part.

Standard 1.2 is rated Exceeding National Quality Standard

Quality Area 1 summary

QA1 Minor Adjustment Notes

QA1 Quality Improvement Plan notes

QA1 Compliance notes

For Quality Area 1, is there an unacceptable risk to the health, safety or wellbeing of children?

- Yes
 No

Regulation 62(2) prescribes that an Exceeding National Quality Standard rating may only be given for Quality Area 1 for an education and care service that educates and cares for children who are in the year that is 2 years before grade 1 of school if the service either provides a preschool program or has a documented arrangement with an approved provider of another education and care service to provide a preschool program and informs parents of this arrangement.

Does the service educate and care for children who are in the year that is 2 years before grade 1 of school?

- Yes
 No

Does the service have a preschool program? A preschool program means an early childhood educational program delivered by a qualified early childhood teacher.

- Yes
 No

Quality Area 1 is rated Exceeding National Quality Standard

Quality Area 2 - Children's health and safety

Standard 2.1	Each child's health is promoted.	
2.1.1	Each child's health needs are supported.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
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.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
2.1.3	Effective hygiene practices are promoted and implemented.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
2.1.4	Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met

Evidence for Standard 2.1

- Information about individual health care needs was displayed as necessary for children. They were placed in a prominent position for educators in the kitchen area ensuring they could be referred to as necessary. The school services officers (SSO's) employed by the service had both undertaken all the relevant first aid, asthma and anaphylaxis qualifications. All educators had undertaken a first aid qualification.
- Opportunities for rest and relaxation were available in the routines for children. Quiet spaces were seen in the indoor and outdoor environments. The routine allowed for a designated rest time in the middle of the day with children provided with blankets and cushions to rest on. It was noted that due to the excitement of the upcoming puppet show, many children found it difficult to rest during this time.
- Signs on the door of the entrance of the building are used by the service to notify families of any infectious diseases that children may have been in contact with along with information place on the notice board alongside where families signed children in. If a child presents as being unwell, educators stated that the family is notified and space and resources are provided for the child to rest until they are picked up.
- The service has clear cleaning procedures for all of its resources which are cleaned on a regular basis. An external cleaner is contracted to clean the service on a nightly basis through the school. Families were seen volunteering to take resources home to be cleaned. A roster system was also seen displayed with families volunteering to wash tea towels used at the service.
- Injuries that occur to children are also recorded and families are informed of these and asked to sign the required documentation. First aid kits are readily available throughout the building and procedures are in place to ensure that these are checked and restocked on a regular basis.
- Effective hygiene practices were seen being used at the service with educators regularly cleaning areas using appropriate materials. Hand washing was role modelled and encouraged by educators. An educator was heard asking children questions about how and why they needed to wash their hands before sending children to the sink to wash their hands. Tables and floors were cleaned before and after mealtimes with appropriate cleaning materials.

Standard 2.1 is rated Meeting National Quality Standard

Standard 2.2	Healthy eating and physical activity are embedded in the program for children.	
2.2.1	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
2.2.2	Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met

Evidence for Standard 2.2

- The service is a lunch box service. Families are given information about healthy eating choices for children through the use of displays in prominent areas that are accessed by families such as near the parent pockets and through information in the newsletter and in the parent handbook.
- Educators were seen sitting with children at all mealtimes supporting children to open packaging and talking with children about healthy eating choices. An educator was heard talking with a group of children about the best way to eat their meals explaining to the children that 'best mealtimes were when you are able to sit with your friends eating, chatting with them'. Educators were seen promoting positive mealtimes for children.
- Children were able to access drinking water on a regular basis with cups and water supplied to children. Educators were seen supporting children to have drinks of water on a regular basis.
- A range of physical experiences have been consistently sourced to build on children's interests around physical play. As previously mentioned an educator had recently facilitated a game of football when a group of children had shown an interest in football. As previously mentioned in standard 1.2, an educator engaged a group of children in a running game. The environment had a range of physical experiences on offer for children that included swings, climbing, sensory experiences such as painting and play dough, construction kits to manipulate and push along toys.
- Educators are involved and support children to participate in physical activities. Educators were seen playing handball with children, throwing balls with them, participating in running races and climbing on equipment with children.
- Educators have sourced additional spaces for children to engage in physical activities. The educational leader spoke about how he had booked time in the school gym for children allowing them to use the gym to play games in. The use of the oval has recently been incorporated into the program with the educational leader stating that this allowed children to play in large open spaces.

Standard 2.2 is rated Exceeding National Quality Standard

Standard 2.3 Each child is protected.

2.3.1	Children are adequately supervised at all times.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
2.3.3	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
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.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met

Evidence for Standard 2.3

- Children are effectively supervised at all times with educators seen positioning themselves throughout the play areas used by children. They discussed their movements with each other. Educators spoke with the authorised officer about how staffing at the service had made it difficult to supervise the children if indoor and outdoor play is offered. Current staffing allows for one educator inside and one educator outside.
- Educators were seen sitting with children at mealtimes at each of the tables ensuring that children at all tables were supervised when eating. As previously mentioned in standard 2.2, an educator was heard discussing with children safe ways to eat their food at mealtimes.
- The environment is risk assessed and strategies have been put in place to ensure the safety of the children. Risk assessments are discussed at staff meetings ensuring all educators are aware of these assessments.
- Safety issues were heard being discussed with children. Children had made a stop sign that was seen hanging in the shed which was used as a reminder for children that it was unsafe to enter the shed. The door of the shed was left open during the assessment and rating visit but children were not seen accessing the shed past the stop sign.
- Emergency evacuations/invacuations are practiced on a termly basis with each group of children. Educators discuss and evaluate each emergency drill after it has occurred. Emergency procedures and emergency contact numbers were displayed throughout. The service has emergency fire equipment which is maintained by an external company for the approved provider. The educational leader stated that all educators have attended training to assist with identifying and

documenting signs of abuse and neglect of children. There are regular conversations at staff meetings with the school and the educational leader also gives families' information in the newsletter about child protection, actively raising families' awareness of child protection issues.

Standard 2.3 is rated Meeting National Quality Standard

Quality Area 2 summary

QA2 Minor Adjustment notes

QA2 Quality Improvement Plan notes

QA2 Compliance notes

For Quality Area 2, is there an unacceptable risk to the health, safety or wellbeing of children?

Yes

No

Quality Area 2 is rated Meeting National Quality Standard

Quality Area 3 - Physical environment

Standard 3.1	The design and location of the premises is appropriate for the operation of a service.	
3.1.1	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
3.1.2	Premises, furniture and equipment are safe, clean and well maintained.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
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.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met

Evidence for Standard 3.1

- The service has sufficient equipment and furniture for the indoor and outdoor environments. Shelving units, tables, chairs and large carpeted spaces are available for children to use inside along with other equipment such as an interactive white board and lounge chairs. Outside there were also tables and chairs for children to use as well as moveable climbing equipment, swings and garden areas for children to explore.
- As previously mentioned the service is located on the school grounds. There is a designated building for the service and it also has a separate outdoor area within the school grounds. Children were able to move freely between the indoor and outdoor environments.
- The indoor environment consists of a large room with a lino and a carpeted area. There is a bathroom attached for children and a small office at the back of the building. A ramp has been installed at the side of the building for mobility access.
- The service appeared well maintained with the school assisting to maintain the building and the outdoor areas.
- The space had been sectioned off allowing for different types of play. The outdoor area consisted of large garden beds with a range of natural materials for children to explore. There was a large tree in the middle of the yard which the early years leader said had been heritage listed.
- The indoor area had small areas divided off the main play area for experience such a dramatic play and quiet reading areas. The indoor area had a kitchen area with multiple cupboards used for storage

Standard 3.1 is rated Meeting National Quality Standard

Standard 3.2	The environment is inclusive, promotes competence, independent exploration and learning through play.	
3.2.1	Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
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.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met

Evidence for Standard 3.2

- There were areas for children both inside and out to utilise the large amounts of equipment allowing clear pathways for children to move freely throughout these environments.. Borders were made from natural materials such as logs and large rocks in the outdoor areas.
- Sensory play opportunities were provided for children including the use of natural materials such as sand, water and plants for children to explore. Children were seen engaging in the natural resources in the outdoor area and exploring materials such as playdough and paints.
- The environments were seen being modified throughout the assessment and rating visit. Educators were seen adding resources to experiences and packing away and placing new experiences out for children to use. Resources from open

shelving were seen being accessed to engage children in additional experiences.

Standard 3.2 is rated Meeting National Quality Standard

Standard 3.3 The service takes an active role in caring for its environment and contributes to a sustainable future.

3.3.1 Sustainable practices are embedded in service operations. Met Not Met

3.3.2 Children are supported to become environmentally responsible and show respect for the environment. Met Not Met

Evidence for Standard 3.3

- Sustainable practices are part of the daily practices of the service. Food scraps are collected at mealtimes and given to the school to compost and use in the worm farm.
- Educators take children to the school garden to harvest produce as well as involving the children to assist with growing vegetables in the service's outdoor area.
- Recycled materials are used throughout the environment with resources such as old tyres and tree stumps used throughout the outdoor area. A learning story sighted talked about how children were encouraged to fix an old bird bath, rather than throwing it out. Another example of how the service discusses sustainable practices was discussed with the authorised officer. The grounds person of the school has been discussing and involving them in the composting process at the school, showing the children different stages of composting.
- Other sustainable practices implemented at the service are the use of buckets of water in the sandpit for sand and water play rather than accessing water directly from the tap. Recycled materials are used for box construction and collage experiences for the children. The children are also involved in raking leaves for composting which fall from the large tree in the middle of the yard.

Standard 3.3 is rated Meeting National Quality Standard

Quality Area 3 summary

QA3 Minor Adjustment notes

QA3 Quality Improvement Plan notes

QA3 Compliance notes

For Quality Area 3, is there an unacceptable risk to the health, safety or wellbeing of children?

Yes
 No

Quality Area 3 is rated Meeting National Quality Standard

Quality Area 4 - Staffing arrangements

Standard 4.1	Staffing arrangements enhance children's learning and development and ensure their safety and wellbeing.
4.1.1	Educator-to-child ratios and qualification requirements are maintained at all times. <input checked="" type="radio"/> Met <input type="radio"/> Not Met

Evidence for Standard 4.1

- The service was meeting to the minimum regulatory requirements and qualifications for educator to child ratios on the day of the assessment and rating visit. Rosters are arranged to provide continuity of care from educators. As previously mentioned the service employs a full time teacher who is supported by an SSO. Lunches are also covered by another SSO each day ensuring there is adequate staffing to meet the needs of the children.
- Another teacher is also employed on a part-time basis to cover allocated time for planning and training for the teacher during the week. The service also has two SSO's who are employed on a regular basis which ensures that consistent educators are available for children.
- As previously mentioned the early years leader has worked in the service as part of her role and stated that she will visit the service regularly to support the educators.

Standard 4.1 is rated Meeting National Quality Standard

Standard 4.2	Educators, co-ordinators and staff members are respectful and ethical.
4.2.1	Professional standards guide practice, interactions and relationships. <input checked="" type="radio"/> Met <input type="radio"/> Not Met
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 and to improve practice and relationships. <input checked="" type="radio"/> Met <input type="radio"/> Not Met
4.2.3	Interactions convey mutual respect, equity and recognition of each other's strengths and skills. <input checked="" type="radio"/> Met <input type="radio"/> Not Met

Evidence for Standard 4.2

- Educators were seen communicating with each other respectfully throughout the day. They offered assistance to each other and were often seen communicating with each other about the program and the children as needed. They were seen sharing tasks and providing support to each other when managing challenging behaviours. When a child was seen using a door that the children did not usually access, another educator came over to the area to support the educator the child was running from, asking the child to return to the other educator.
- Staff meetings are opportunities for educators to communicate with each other with the early years leader emphasising that the service felt it was important for all educators to 'have a voice' in the programs offered. Educators discussed how they regularly gathered information in an informal way to support the development of relationships between the educator team.
- Professional development opportunities were available for educators. These training opportunities were offered individually and to the whole educator team. Training needs were identified as part of individual performance development plans and also through whole educator team evaluations of the programs. Performance development plans are reviewed with the early years leader stating, informal conversations occur on a regular basis about educators professional development needs. Educators are involved in a reflective self-assessment which is used to assist informing each educator's professional development plan.
- Along with accessing professional development, guiding documents are used by educators to support practices. The service has an array of documents educators' access including reading journals, information about the National Quality Standards and EYLF. Resources around numeracy and literacy were also some of the information available to educators.
- The early years leader spoke about how educator strengths are identified and used in the program. Several discussions

with educators were also had with educators stating that they often drew on each other's strengths. The educational leader stated that he often draws on the skills of the SSOs to support him with the program, acknowledging the roles that they had played from the beginning of the year to support him.

Standard 4.2 is rated Exceeding National Quality Standard

Quality Area 4 summary

QA4 Minor Adjustments notes

QA4 Quality Improvement Plan notes

QA4 Compliance notes

For Quality Area 4, is there an unacceptable risk to the health, safety or wellbeing of children?

Yes

No

Quality Area 4 is rated Meeting National Quality Standard

Quality Area 5 - Relationships with children

Standard 5.1	Respectful and equitable relationships are developed and maintained with each child.	
5.1.1	Interactions with each child are warm, responsive and build trusting relationships.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
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.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
5.1.3	Each child is supported to feel secure, confident and included.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met

Evidence for Standard 5.1

- Children were greeted by educators and engaged in sustained conversations. For example, an educator was heard discussing a painting with a child. She talked with the child about how/what she had painted, asking questions and laughing with the child when the child pointed out humorous aspects of the painting. She was then heard discussing with the child other 'funny things' she could have placed on the painting.
- Educators engaged with children at their level. They were often seen sitting at experiences with children supporting them to use the resources and engaging in two way conversations with children. For example an educator sat on the ground with a group of children helping them to put together a floor puzzle. She discussed with them which pieces to place next in the puzzle and showed them other pieces that may be the next pieces to place in the puzzle.
- Children were seen seeking out educators to support them in their play and initiating conversations with them. A child was heard yelling out to an educator to show him different ways he had learnt to use a ball. On another occasion a group of children were seen approaching an educator to ask him to join in the running races they were having.
- Information is collected on enrolment from families to learn about each family's child rearing practices and interviews with families are seen as opportunities to learn more about individual families. Educators were consistently seen talking with children about their home lives supporting their deeper understanding of individual children and building relationships. An educator talked with a child about younger and older siblings they had. They discussed with children recent events that had occurred at home. A display was seen at the entrance of the service with photos of what children had been involved in over the holidays. These pictures were heard being discussed with children. Another discussion that was heard was a conversation an educator had with a group of children about the colour of refrigerators the children had at home. This led to children telling him the colours of the refrigerators at other family member's homes and other places the children regularly went such as 'childcare'.
- Children were given individual attention by educators with educators often seeking out children. An educator approached a child that was standing at the sink. The child was flushed in the face. She asked the child if he was hot and he was seen nodding his head. She then provided a drink of water in a cup for the child.
- Educators demonstrated an acknowledgment of children's competence as learners.. For example a child was seen trying to thread bells onto a piece of string. The educator came over to the child offering him encouragement. When the child asked her to thread them for him she was heard saying 'you have almost got it'. I can hold one end of the string but you can do it on your own'.

Standard 5.1 is rated Exceeding National Quality Standard

Standard 5.2	Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.	
5.2.1	Each child is supported to work with, learn from and help others through collaborative learning opportunities.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
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.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met

5.2.3	The dignity and rights of every child are maintained at all times.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
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Evidence for Standard 5.2

- Educators appeared attuned to children's feelings. When a child began screaming inside, an educator approached the child saying to the child 'x I can see that you are really excited but that noise is too loud for inside'. How about we go outside and make that noise'. The educator was then seen encouraging the child to run around the yard screaming saying 'that is a better way to use your energy'.
- Effective strategies were used to manage the size of groups and facilitate turn taking of resources. At group times each child is given a turn to bring in three items to show their peers. When the child having her turn showing her items was interrupted, the educator was heard saying to other children 'I know that there is something that you want to tell me, but it is x's turn now'. I want to hear your story so how about you tell me later.' When a child wanted to ride a bike but there were no bikes available for him, an educator encouraged him to take turns riding and pushing the bike for each other so they each were able to be involved in using the bike.
- Additional resources were made available to children to facilitate collaborative play opportunities. Educators were seen finding additional toys when two children wanted the same thing, discussing the process of sharing to the children. An educator encouraged the children to share the train track that had been made, talking about the best places to put their trains on the track so that both children could successfully use the track without bumping into each other.
- Educators regard for children was evident in the program. They were responsive to children's requests and needs. Educators listened to children and asked children what level of involvement they required from educators. An educator was heard asking a child if she wanted her to write her name on a painting or if she 'just needed her to get a texta'.
- Educators were responsive to children's behaviour, positively reinforcing children's behaviours when redirecting them. Families are consulted with to promote a consistent approach to behaviour management. An example of how children's behaviours were positively redirected was when a child had brought a bike into the service. The educator approached the child asking the child why he had brought the bike inside, the child told the educator he wished to play with a child inside. The educator encouraged the child to bring the bike outside and then assisted the child to come back inside, supporting the child to ask the other child if he wished to play with him and what they could play with together.

Standard 5.2 is rated	Exceeding National Quality Standard
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Quality Area 5 summary

QA5 Minor Adjustment notes

QA5 Quality Improvement Plan notes

QA5 Compliance notes

For Quality Area 5, is there an unacceptable risk to the health, safety or wellbeing of children?	<input type="radio"/> Yes <input checked="" type="radio"/> No
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Quality Area 5 is rated	Exceeding National Quality Standard
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Quality Area 6 - Collaborative partnerships with families and communities

Standard 6.1	Respectful, supportive relationships with families are developed and maintained.	
6.1.1	There is an effective enrolment and orientation process for families.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
6.1.2	Families have opportunities to be involved in the service and contribute to service decisions.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
6.1.3	Current information about the service is available to families.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met

Evidence for Standard 6.1

- Families are encouraged to be involved in service decisions and the program. They are able to join the school's governing council. Information is regularly emailed to them for feedback, including surveys as a way of gathering feedback from families. Families have also been involved at the service through taking part in working bees, coming to a 'dad's night' and attending the school expo.
- Families are consulted with on a regular basis. Discussions were recently had with families through informal conversations and via email contact, discussing an area of the outside that had previously been used as a chicken pen. Families were asked to suggest how this space could be used. They were also consulted with about the 'pets' the service could have and what animals they would like/prefer their children to have contact with at the service.
- The service is currently reviewing their enrolment process in light of the service now having one intake at the beginning of the year. Due to last year being the first year that the service has been affected, educators stated that they were still critiquing the enrolment process. Enrolments are taken through the school administration office and families are given a tour of the service and supplied with an enrolment pack. A transition day is offered for children and families to attend the service to familiarise themselves with the service and educators. When children initially commence at the service, families are given the option of children attending for half days to begin with.
- There were several ways the service provides up to date and relevant information to families. This consisted of regular newsletters and emails given to families as already mentioned. Displays of information at the service for families to read at arrival and pick up times, opportunities to engage in conversations with educators at these times, learning stories used to provide additional individual information about each child and parent information booklets are supplied.
- Families were supported to develop and maintain routines when separating from their child. Educators were seen approaching families as they arrived and encouraging children to 'say goodbye' before engaging children in experiences.

Standard 6.1 is rated Meeting National Quality Standard

Standard 6.2	Families are supported in their parenting role and their values and beliefs about child rearing are respected.	
6.2.1	The expertise of families is recognised and they share in decision making about their child's learning and wellbeing.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
6.2.2	Current information is available to families about community services and resources to support parenting and family wellbeing.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met

Evidence for Standard 6.2

- Educators were heard talking with families, sharing information about the child's day. Arrivals and departures were seen by the educators as opportunities for educators to build relationships with families. Educators were observed making themselves available to families during these times approaching parents as needed to share information about their child. Families are consulted with in regards to their child. As previously mentioned in standard 5.2, the service often consults with families about managing challenging behaviour individual children were displaying.

Questions are posed to families to provide additional information to the educators which included questions about children's routines, pets and special people in the child's home life. Families were given questionnaires to source this information when their child began at the service.

- Community information was displayed at the service for families to read. A variety of pamphlets were also available on a range of parenting topics for families to source as needed with a designated space allocated inside to display this information. Educators also stated that the school office area also had a large amount of parenting information families were able to access.
- Emails are used to inform families of educator absences and to provide reminders to families such as the puppet show that was occurring on the day of the assessment and rating visit.

Standard 6.2 is rated Exceeding National Quality Standard

Standard 6.3 The service collaborates with other organisations and service providers to enhance children's learning and wellbeing.

6.3.1	Links with relevant community and support agencies are established and maintained.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
6.3.2	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
6.3.3	Access to inclusion and support assistance is facilitated.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
6.3.4	The service builds relationships and engages with their local community.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met

Evidence for Standard 6.3

- Collaboration exists between other services, agencies and the service. The service has a strong relationship with the school that is responsible for the finances and administration needs of the service. The educational leader attends regular preschool cluster meetings which are used as opportunities to source additional information and support for the service. The service also has a relationship with the local childcare service that collects and drops off children at the service each day. Health professionals also work collaboratively with the service with speech pathologists and disability support workers having attended the service.
- The service engages with the local community to enhance children's programs and provide additional resources. The service often organised excursions to local community businesses such as the post office and the bakery as part of the children's programs. Resources at the school are regularly utilised by the service. This included using the school gymnasium, playground and library. The service has been involved in local community events such as parades and the school expo. Local emergency services have been engaged by the service to visit the service as part of the program as have children's performance such as the puppet show provided at the service for the children.
- There are effective processes in place to transition children between the school and the service. The service and school have collaborated to devise the transition program. Children are given the opportunity to visit the school on a regular basis. Before children transition to school the reception teachers of the school visit the service and familiarise themselves with the children as the majority of the children attending the service go on to enrol at the school. One of the SSOs at the service also works at the school and when children initially start at the school she works with these children to support them in their transition to school. All of the local schooling communities in the area have the same transition days for children, providing consistency of transitions for children and service.
- Inclusive programs were offered for children through collaboration with other professionals. An SSO attends the service on a regular basis to support a child with language development. Tips were also seen displayed for educators to support the language development of children. The schools early intervention is used by the service to facilitate support for children with additional needs.

Standard 6.3 is rated

Meeting National Quality Standard

Quality Area 6 summary

QA6 Minor Adjustment notes

QA6 Quality Improvement Plan notes

QA6 Compliance notes

For Quality Area 6, is there an unacceptable risk to the health, safety or wellbeing of children?

Yes

No

Quality Area 6 is rated

Meeting National Quality Standard

Quality Area 7 - Leadership and service management

Standard 7.1	Effective leadership promotes a positive organisational culture and builds a professional learning community.	
7.1.1	Appropriate governance arrangements are in place to manage the service.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
7.1.2	The induction of educators, co-ordinators and staff members is comprehensive.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
7.1.3	Every effort is made to promote continuity of educators and co-ordinators at the service.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
7.1.4	Provision is made to ensure a suitably qualified and experienced educator or coordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
7.1.5	Adults working with children and those engaged in management of the service or residing on the premises are fit and proper.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met

Evidence for Standard 7.1

- The approved provider of the service is the Department for Education and Child Development (DECD). They have the overarching responsibility for the service with the school placed in the day to day charge of the service. The service is governed by the governing council who meet on a regular basis to discuss the running of the service and support the school in managing the service. Families using the service are invited to join the governing council with regular information given to families about this council.
- Relevant history assessments were present for all educators employed at the service with systems in place to ensure they remained current at all times. They were stored confidentially in the school's administration office.
- Induction processes are in place. The service uses a checklist to ensure that the required information is relayed to new educators. The early years leader supports the service in inducting educators when necessary.
- Processes support consistent continuity of care enabling educators to build and maintain secure relationships with children. As previously mentioned in standard 4.1, the rostering of educators allows for continuity of educators as set educators and continually employed at the service and opportunities are available for these educators to meet on a regular basis and exchange information.
- As previously mentioned in standard 4.2, educators are consistently supported to learn and develop their skills supporting children's learning. They consistently share information with each other utilising each other's skills to enhance the program. Educators talked about one educator's knowledge of Montessori practices and how adaptations of these had been used at the service.
- The teacher has the role of the educational leader. He is supported by the whole team to observe, support, and extend on each child's learning with each educator contributing to the program. The teacher's role is to lead and coordinate the planning for children but he said that all educators at the service are responsible for planning for groups and individual children. Clear goals and planning structures were seen to support the effective development of a curriculum for children.

Standard 7.1 is rated Exceeding National Quality Standard

Standard 7.2	There is a commitment to continuous improvement.	
7.2.1	A statement of philosophy is developed and guides all aspects of the service's operations.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met

7.2.2	The performance of educators, coordinators and staff members is evaluated and individual development plans are in place to support performance improvement.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
7.2.3	An effective self-assessment and quality improvement process is in place.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met

Evidence for Standard 7.2

- Families are given opportunities to offer feedback to the service through the use of surveys, through space available to comment on learning stories, feedback sought from emails, by joining the governing council and through informal conversations which occur with educators on a daily basis. This feedback is taken into consideration and has informed the service's QIP and philosophy statement.
- Supports are in place to promote the continuous improvement of educators. All educators undertake a self-assessment each year. This assessment informs performance management plans for each educator which are devised in conjunction with educator's line managers. Professional development opportunities are identified for each educator and opportunities are provided for educators to extend their professional knowledge.
- The service's philosophy was available from a variety of sources accessible to the families and other agencies. This included the parent and staff handbooks, the service newsletters, and display board at the service and on the service's website. This statement is reviewed at the start of each year by educators and by the governing council.
- The philosophy statement was seen to be evident in all aspects of the service operations. A range of experiences were available for children which extended children in all developmental learning areas and were informed by the learning outcomes from EYLF. Educator practices were consistent with the practices highlighted in EYLF, consistent with the service's philosophy statement which highlights that EYLF is used as a guideline for the service. The service provided a play based learning environment with a range of opportunities for children as mentioned throughout the report.

Standard 7.2 is rated	Meeting National Quality Standard
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Standard 7.3	Administrative systems enable the effective management of a quality service.	
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.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
7.3.2	Administrative systems are established and maintained to ensure the effective operation of the service.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
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.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
7.3.4	Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
7.3.5	Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met

Evidence for Standard 7.3

- There are effective administration systems in place ensuring records are kept up to date and are available as needed. Enrolment records are reviewed and updated as needed. Electronic administrative systems are in place to support the service with their records management. Children's records are stored in the school administration office with the service provided with relevant information which is stored in the service's office area.
- The service is aware of their obligations to notify the regulatory authority. This is done alongside systems in place informing the approved provider of any required notifications.
- There are clear complaint procedures in place for staff and families and educators spoke in detail about these processes with the assessors. The early years leader stated that complaints are investigated in a timely manner and families receive written responses to any complaint they have raised, informing them of the outcome. All complaints are documented in line with the school processes with the principal of the school informed.
- Policies are available to be read in the parent handbook and copies are also available at the service for educators and families to refer to. Families play an active role in reviewing policies. Policies are emailed to families for feedback, placed in the service's newsletter for comment and discussed at governing council committee meetings.

Standard 7.3 is rated Meeting National Quality Standard

Quality Area 7 summary

QA7 Minor Adjustment notes

QA7 Quality Improvement Plan notes

QA7 Compliance notes

For Quality Area 7, is there an unacceptable risk to the health, safety or wellbeing of children? Yes No

Quality Area 7 is rated Meeting National Quality Standard

Assessment and rating summary

Quality Area 1 is rated	Exceeding National Quality Standard
Quality Area 2 is rated	Meeting National Quality Standard
Quality Area 3 is rated	Meeting National Quality Standard
Quality Area 4 is rated	Meeting National Quality Standard
Quality Area 5 is rated	Exceeding National Quality Standard
Quality Area 6 is rated	Meeting National Quality Standard
Quality Area 7 is rated	Meeting National Quality Standard
Overall rating	Meeting National Quality Standard

Summary comments

Minor Adjustment notes summary

Quality Area 1

Quality Area 2

Quality Area 3

Quality Area 4

Quality Area 5

Quality Area 6

Quality Area 7

Quality Improvement Plan notes summary

Quality Area 1

Quality Area 2

Quality Area 3

Quality Area 4

Quality Area 5

Quality Area 6

Quality Area 7

Compliance notes summary

Quality Area 1

Quality Area 2

Quality Area 3

Quality Area 4

Quality Area 5

Quality Area 6

Quality Area 7