



MICHELLE DeGARIS MEMORIAL KINDERGARTEN

*10 Price Avenue, Naracoorte S.A. 5271
Telephone (08) 8762 1086, Fax (08) 8762 0862*

MICHELLE DEGARIS MEMORIAL KINDERGARTEN, NARACOORTE QUALITY IMPROVEMENT PLAN 2013



Service details

Service name	Service approval number
Michelle DeGaris Memorial Kindergarten Site Number - 6526	SE-00010629
Primary contact at service	
Geraldine Mathieson	0439 855896
Physical location of service	Physical location contact details
Street: 10 Price Avenue Suburb: Naracoorte State/territory: South Australia Postcode: 5271	Telephone: (08) 8762 1086 Mobile: 0409 621086 Fax: (08) 8762 0862 Email: gerrym@michellekgn.sa.edu.au
Approved Provider- Department for Education and Child Development	Nominated Supervisor
Primary contact: TRISH STRACHAN (Interim Head of Child Development) Telephone: (08) 8226 1755 Mobile: Fax: (08) 8226 0159 Email	Name: GERALDINE MATHIESON Telephone: (08) 8762 1086 Mobile: 0439 855896 Fax: (08) 8762 0862 Email: Geraldine.Mathieson0@schools.sa.edu.au
Postal address (if different to physical location of service)	Box 379, Naracoorte SA 5271

Operating hours

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	08:30	08:30	08:30	08:30	08:30		
Closing time	16:00	16:00	16:00	16:00	16:00		

Additional Information About Our 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.

There are three (3) parking areas - Price Avenue, behind the Table Tennis Hall and at the back of the Centre.

We follow the school holiday dates.

We commenced Universal Access in Term 1, 2012.

How are the children grouped at your service?

We are an Integrated service of Preschool, Pre-Entry, Occasional Care and Playgroup.

Service statement of philosophy

Our Philosophy

Michelle Degaris Memorial Kindergarten is an early childhood service site that is committed to the wellbeing, health, care and education of all children, families, staff and community members.

We value, respect and promote a sense of ownership, collaboration and participation of all community endeavours, which will maximise positive learning outcomes for all people accessing the Centre's services.

We believe that each child is individual, unique and important, and has the right to develop to their full potential by:

- providing a curriculum that allows children to explore, imagine, create, problem solve, develop independence, socialize, have fun, and play often
- providing a high quality, safe, welcoming, happy, supportive and accessible, care and educational environment that caters for individual children's and family needs
- providing children and families with opportunities to become involved in all programs and services
- providing children and families with opportunities to develop stable and caring relationships with staff and others
- respecting and valuing the cultural and social diversity of children and their families

We believe that parents and families are children's 'first educator', and we aim to:

- welcome parents and family members with respect and sensitivity
- encourage communication between staff and parents / carers
- respond to individual family needs
- recognise and respect the diversity of families
- create, support and encourage involvement and participation
- provide information about other services available on site and in the local community

We believe that staff are the Centre's most valuable resource. In order to provide a high quality of program we aim to:

- provide job satisfaction
- value the skills and knowledge that each individual staff member brings with them
- respect the diversity of staff backgrounds and experiences
- encourage ongoing professional development opportunities
- maintain a safe and supportive working environment

We believe that the Centre is a valuable community resource, and as such we aim to:

- build relationships with all our services
- build relationships with other community agencies
- provide an accessible, flexible, and high quality service in response to community needs

Quality Area 1: Educational program and practice

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

Quality Area 1: Standards and elements

Standard 1.1	An approved learning framework informs the development of a curriculum that enhances each child's learning and development.	
	Element 1.1.1	Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
	Element 1.1.2	Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.
	Element 1.1.3	The program, including routines, is organised in ways that maximise opportunities for each child's learning.
	Element 1.1.4	The documentation about each child's program and progress is available to families.
	Element 1.1.5	Every child is supported to participate in the program.
	Element 1.1.6	Each child's agency is promoted, enabling them to make choices and decisions and influence events and their world.
Standard 1.2	Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.	
	Element 1.2.1	Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.
	Element 1.2.2	Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.
	Element 1.2.3	Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.

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

Standard/element	National Law (section) and National Regulations (regulation)	
1.1	section 168	Offence relating to required programs
1.1	section 323	Approved learning framework
1.1	regulation 73	Educational programs
1.1	regulation 75	Information about the educational program to be kept available
1.1	regulation 76	Information about educational program to be given to parents
1.2	regulation 74	Documenting of child assessments or evaluations for delivery of educational program

Quality Improvement Plan for QA1

Summary of strengths for QA1

Strengths	<p>Curriculum decision making is guided by "The Early Years Learning Framework" and other Educational Principals and Philosophies' are embedded in the program which actively promotes each child's learning within the five learning outcomes. The program is strongly informed by the context, setting and cultural diversity of the families and the community. Each child's current knowledge, ideas, culture and interests provide the foundation for the program. Every child is supported to participate in the program. Each child's learning is assessed as part of an ongoing cycle of planning, documenting and evaluating children's learning. Critical reflection and evaluation of each child's learning and development, both as individuals and in groups, is consistently used as a primary source of information for planning and improves the effectiveness of the program and teaching strategies.</p>
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Key improvements sought for QA1

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
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Standard/element 1.1.4	The documentation about each child's program and progress is available to families					
Identified issue	Self-Assessment identified our process of informing Families of their Child's Learning needed to be improved and we need to ensure a comprehensive way of enabling Families to receive this information					

1.1.4 The documentation about each child's program and progress is available to families.	That meaningful documentation is available to all families about their child's program and progress and that families are aware that this information	H	Information is constantly gathered in regard to each child and added to their folder:- <ul style="list-style-type: none"> • Child's profile • Observation checklists • Anecdotal and other observations 	- Families have the information. - Develop a Proforma for recording viewing dates and any feed back. - Parent participation in information session	At the beginning of each term for the new Families End T2	We currently have up to date folders for all Kindy age children and pre-entry children. Currently gathering child profiles for all Occasional Care children in order to make folders for each 2-4 year old. Photos downloaded daily into individual child
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	<p>is available to them (as the exchange of information about the child is central to engaging families in the learning and development of their child).</p>		<ul style="list-style-type: none"> • Individual programs • Structured Learning Group Programs • Speech/Language Link results • Referrals and follow up info • Group work products/photos • Photo disk • Information on Special Needs if relevant & ILP • LP • Regular update of Digital Photo Frame • Email pertinent photos to families <p>Program articles and information in fortnightly newsletter. Utilise visuals and small parts in various languages.</p> <p>Information shared verbally with families on a day to day basis:-</p> <ul style="list-style-type: none"> • Checklist outcomes • Speech & Language Link results • Products or participation info 	<p>- Feedback as to its effectiveness.</p> <p>- Survey</p> <p>How we currently provide information? What would you like to know? How we can best inform you?</p> <p>Every child has a folder (portfolio) that is up to date with information, programs for that child, samples of work, photographs, checklists and observations.</p> <p>Families receiving relevant, up to date information about their child's progress through these checklists, observations and activities.</p>	<p>2013</p> <p>End T1 2013</p> <p>May, 2013</p> <p>March, 2013</p>	<p>folders (on computer) ready to be placed onto disk in child's folder.</p> <p>Individual programs and progress for each child (including EYLF outcomes), observations from group work/structured learning groups and any specialist learning groups such as speech) regularly placed in each child's folder.</p> <p>Staff sharing information, photos, samples of child's work, information about the child's day with families on a daily basis.</p> <p>Currently planning the Information session, working on the new parent handbook, preparing a power point presentation and a sample child's</p>
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			<p>Parent Information Session to outline programs that children will be participating in, provision of information about what is contained in each child's folder.</p> <p>Newsletter advising parents that up to date information regarding their child's programs and progress is available in their child's folder for them to view at any time.</p> <p>Seek feedback/surveys to ascertain whether the information families are receiving is meaningful and that families are aware that this information is available.</p>	<p>Families attend information session and begin to access their child's folder to learn about their child's programs and progress.</p> <p>Families access information in child's folder and both family and centre, exchange information about their child's programs and progress.</p> <p>Results of feedback/surveys, number of families seeking to access their child's folder, and verbal feedback from families.</p>	<p>Week 2, Term 2, 2013</p> <p>April, 2013</p> <p>End Term3, 2013</p>	<p>folder to show parents the type of information that staff gather in regard to the individual child's program and progress.</p> <p>Include information in the next few newsletters, explaining the child folders and the types of documentation that we have available for families to access in regard to their individual child.</p> <p>Curriculum Committee to commence work on formulating a feedback form to go out to all families in Term 1, 2013.</p>
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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) regulation	Policies and procedures are required in relation to incident, injury, trauma and illness procedures complying with 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) set out	Policies and procedures are required in relation to dealing with medical conditions in children, including the matters in regulation 90
2.3.3	regulation 168(2)(e) regulation	Policies and procedures are required in relation to emergency and evacuation, including the matters set out in 97
2.3.2	regulation 168(2)(g) -102	Policies and procedures are required in relation to excursions, including procedures complying with regulations 100

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

Each child's health needs are consistently and effectively supported. Each child's comfort is provided for and there are appropriate opportunities to meet each child's need for sleep, rest and relaxation. Effective hygiene practices are promoted and implemented. Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines.

Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate to the age of the child. Physical activity is consistently promoted through planned and spontaneous experiences, and is appropriate to the age of the child and is embedded in the program.

Children are well supervised at all times. Effective steps are taken to identify and manage risks and ensure every reasonable precaution is taken to protect children from hazards and harm, reflect best practice and are continuously improved. Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, are regularly practised and effectively implemented. Action is taken to respond to every child at risk of abuse and/or neglect, and to raise community awareness of child protection issues.

- Health Care Folder accessible - with appropriate Performa's- plans in place - copies in 2 places -1) with enrolment form & 2) in the Health Care Folder. Access to needs eg EPI Pens
- Monitor Health information and updates from families
- Aware of Children's individual eating needs - (Children who arrive at Kindergarten by school buses have often had breakfast very early and at times need something to eat when they arrive)
- Staff maintain and Update relevant First Aid and Reporting Abuse and Neglect when/as required
- Children are able to rest as/when required - cushions, rugs, mats available in a quieter areas.
- Routines established, promoted and implemented - by Staff -for Children - ie hand washing, toileting - gloves, tissues, paper towels, wipes provided and accessible in different areas.
- Hygienic practices are promoted - bathrooms - toilets cleaned as/if necessary and at lunch times; washing tables, before/after lunch and at the end of the day.
- Parents[or emergency contact] are contacted if their Child is not well - appropriate first aid / care given and the injuries are documented -- and signed by Parents
- Appropriate information is sent home to Parents re infectious diseases'
- Children are encouraged to play outdoors and participate in physical activities - songs, movement, climbing, group games are all promoted through the program. Staff able to engage in Teachable moments
- Lunches are stored in the fridge.
- Children are supervised at all times.
- WHS Checks - WHS Rep trained - maintenance completed

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
2.3. 2.3.4						

Key improvements sought for QA2

Standard/element 2.1	
Identified issue	
Standard/element 2.3 2.3.4	
Identified issue	

Improvement Plan

Quality Area 3: Physical environment

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

Quality Area 3: Standards and elements

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

	3.3.1	
	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 QA3

Summary of strengths for QA3

Strengths

Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose. Premises furniture and equipment are safe, clean and well maintained and enhance the learning environment for children. Outdoor spaces include natural elements and materials which allow for multiple uses. Facilities are designed or adapted to ensure active participation by every child in the service and to promote flexible use and interaction between indoor and outdoor space.

Outdoor and indoor spaces are designed and effectively organised to engage every child in quality experiences in both built and natural environments, and provide flexibility to respond to children's individual needs, development, self-initiated play and exploration. Resources, materials and equipment are sufficient in number, accessible to children and organised to ensure that every child benefits from the appropriate and effective implementation of the program.

- We have a large outdoor area. It is well fenced and provides a shaded, safe, interesting and inviting area to play which is well maintained.
- We have a disabled access into the Kindergarten and also one which enables Children and Parent's with prams to access the lower level of the Playground.
- The Centre is well ventilated.
- Families support us by washing towels and smocks at the end of each week.
- The indoor and outdoor areas are changed frequently to accommodate the program, resources and facilitate children's interests, curiosity and their continual learning.
- Equipment and furniture are maintained well, cleaned, repaired or disposed of as required.
- Equipment is stored safely in storage sheds. It is accessible to Children as and when required. At other times, doors remain closed for Children's safety.

We encourage sustainable practices, recycling of materials, food scraps, water [bathroom taps, subsurface watering, some water wise plants].

Key improvements sought for QA3

Standard/element 3.1.1	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources' are suitable for their purpose.
Identified issue	We have identified that since completing a new large outdoor storage shed, complete with appropriate shelving, we need to step behind the shed to ensure the safety of all.
Standard/element 3.2.1	Outdoor and indoor spaces are designed and organized to engage every child in quality experiences in both built and natural environments.
Identified issue	1-Gardens to be redeveloped and replanted with additional water wise plants and linked to our automated dripper system. 2-Butterfly garden to be maintained under the guidance of the Natural Resource's Management Board.

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
3.1.1	Behind the new large storage shed, step down from 500mm, whilst maintaining 1200mm fenceline.	M	Governing Council to -Allocate a budget	Steps to be completed	End Term 3 2013	
3.2.1	Garden beds around the grounds to be redeveloped replanted with water wise plants and connected to our automated dripper system.	M	Governing Council to -Allocate a budget -Approve the work to be done -Approve who to complete the work	Area will be more appealing and sustainable.	End Term3 2013	.

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	<i>Offence to operate education and care service without nominated supervisor</i>
4.1	section 162	<i>Offence to operate education and care service unless responsible person is present</i>
4.1	section 163	<i>Offence relating to appointment or engagement of family day care coordinators</i>
4.1	regulations 46-54	<i>Supervisor certificates</i>
4.2	regulation 55	<i>Quality improvement plans</i>
4.1	regulation 168(2)(i)	<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.</i>

Quality Improvement Plan for QA4

Summary of strengths for QA4

Strengths	<ul style="list-style-type: none"> • The Kindergarten is staffed by 2 full time Staff [Director, Teacher), 0.5 Early Childhood Worker]; 0.4 Early Childhood Worker (Occasional Care); 2 Early Childhood Workers @ 12 hours each (Universal Access) and termly variable Early Childhood Worker(s) (Preschool Support and Bi-Lingual Program). • Staffing levels are always maintained. • Child ratios are maintained. • 5 Early Childhood Workers are studying Diploma or Certificate 111. • Staff are committed to mandatory training ie First Aid, Reporting Abuse and Neglect, OHS&W and other appropriate training that becomes available. • Staff are committed to attending appropriate and related Professional Learning sessions based on the areas of need, interests. • Staff work with Disabilities Coordinator, Speech Pathologists, Occupational Therapists, Physiotherapists and Psychologists, as and when required to provide targeted programs for identified Children. • Director, Teacher and Relief staff have received their Supervisor Certificates - displayed as appropriate.
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Key improvements sought for QA4

Standard/element 4.1.1	Educator-to-child ratios and qualifications are maintained at all times.
Identified issue	Staff need to ensure a copy of their relevant qualifications are documented and on file at the Centre.

Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
4.1.1	To have up to date copies of all Staff's relevant qualifications on file and Staff photos are present	M	A letter to all Staff requesting a copy of their qualifications and Mandatory training ie Reporting Abuse and Neglect and appropriate First Aid	All Staff will provide a copy of their relevant documentations	End Term 3, annually.	

Quality Area 5: Relationships with children

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

Quality Area 5: Standards and elements

Standard 5.1	Respectful and equitable relationships are developed and maintained with each child.	
	Element 5.1.1	Interactions with each child are warm, responsive and build trusting relationships.
	Element 5.1.2	Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.
	Element 5.1.3	Each child is supported to feel secure, confident and included.
Standard 5.2	Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.	
	Element 5.2.1	Each child is supported to work with, learn from and help others through collaborative learning opportunities.
	Element 5.2.2	Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
	Element 5.2.3	The dignity and the rights of every child are maintained at all times.

Quality Area 5: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
5.2	section 166	Offence to use inappropriate discipline
5.1, 5.2	regulation 155	Interactions with children
5.2	regulation 156	Relationships in groups
Related requirements		
5.1, 5.2	regulation 73	Educational program
5.1, 5.2	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
5.1, 5.2	regulation 162(2)(j)	Policies and procedures are required in relation to interactions with children, including the matters set out in regulations 155 and 156

Quality Improvement Plan for QA5

Summary of strengths for QA5

Strengths	<ul style="list-style-type: none">• The Staff provide a safe, happy, inviting and nurturing environment where Children their Families and Staff are valued and respected.• Children are greeted and farewelled.• Staff ensure time is available to talk to Families.• The Centre Program is strongly linked to Individual Learning Pathways.• Session times have been altered to accommodate Families with commencing work and taking Children to School in the Morning [8.30am] as well as picking Children up from Kindergarten and School in the afternoon [4.00pm].• Children are engaged in the full day and not missing the last part of the session.• A change to the afternoon routine has enabled the Children to experience extended passages of uninterrupted play, which in turn has created more opportunities for Children to engage in extended social play situations.• Staff engage in positive and meaningful interactions with Children.
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Key improvements sought for QA5

Standard/element 5.2.2	Each Child is supported to feel secure, confident and included.
Identified issue	The Safe Centre Policy has been reviewed.

Improvement plan

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

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

- Open Communication and strong links with Families. Communication Books for Children who travel on the bus.
- Families are made to feel welcome and valued.
- Grievance Procedure made available to Families.
- Information for Parents and from Parents is followed up on eg. Hearing assessments, CYH Check information, Speech and Language Screens.
- Parents are given information about the Governing Council and encouraged to be involved and contribute to decision making.
- Links with all forms of Childcare - Family Day Care, Early Learning Centre and the Naracoorte Child-care Centre in relation to Children attending our service.
- Strong Links with the local Primary Schools, particularly, the Reception Classes.
- Parents are welcome to stay and participate and engage in the program.
- Visual displays of children's learning, Children's work displayed.
- Well planned Transition Programme to the Primary Schools.
- Busy Come and Play sessions although numbers of Families do vary from term to term.
- We are involved in the community through engaging in displays at the show, articles as needed in the local paper. Recognition of Harmony Day, Clean Up Australia Day, National Tree Day, and other relevant programs.

Key improvements sought for QA6

Standard/element 6.1.3	Current Information about the service is available to families for Family wellbeing.
Identified issue	Parent Information package has been updated.
Standard/element 6.2.2	Current Information is available to Families about community services and resources to support parenting and Family wellbeing.
Identified issue	Although we do have information for Families, it needs to be easier to access.

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
6.2.2	More accessible area to display Parent Resources and current information	M	Sort and update pamphlets and information as necessary. Resource a storage unit to display Parent information and resources.	Current resources and Parent information will be more accessible to Parents /Care givers.	End Term 4 2013	

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 environment. An ongoing cycle of planning and review, including engagement with families, creates the climate for continuous improvement.

Quality Area 7: Standards and elements

Standard 7.1	Effective leadership promotes a positive organisational culture and builds a professional learning community.	
	Element 7.1.1	Appropriate governance arrangements are in place to manage the service.
	Element 7.1.2	The induction of educators, co-ordinators and staff members is comprehensive.
	Element 7.1.3	Every effort is made to promote continuity of educators and co-ordinators at the service.
	Element 7.1.4	Provision is made to ensure a suitably qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning.
	Element 7.1.5	Adults working with children and those engaged in management of the service or residing on the premises are fit and proper.
Standard 7.2	There is a commitment to continuous improvement.	
	Element 7.2.1	A statement of philosophy is developed and guides all aspects of the service's operations.
	Element 7.2.2	The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement.
	Element 7.2.3	An effective self-assessment and quality improvement process is in place.
Standard 7.3	Administrative systems enable the effective management of a quality service.	
	Element 7.3.1	Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements.

	Element 7.3.2	Administrative systems are established and maintained to ensure the effective operation of the service.
	Element 7.3.3	The Regulatory Authority is notified of any relevant changes to the operation of the service, of serious incidents and any complaints which allege a breach of legislation.
	Element 7.3.4	Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner.
	Element 7.3.5	Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.

Quality Area 7: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
7.1.5	section 12	Applicant must be fit and proper person (provider approvals)
7.1.5	section 13	Matters to be taken into account in assessing whether a fit and proper person (provider approvals)
7.1.5	section 21	Reassessment of fitness and propriety (provider approvals)
7.1.5	section 109	Matters to be taken into account in assessing whether fit and proper person
7.3.1	regulations 158-162	Attendance and enrolment records
7.1.5	regulation 163	Residents at family day care residence and family day care educator assistants to be fit and proper persons
7.1.5	regulation 164	Requirement for notice of new persons at residence
7.3.1	regulation 167	Record of service's compliance
7.1.1, 7.3.1, 7.3.4, 7.3.5	regulations 168-172	Policies and procedures

7.3.1	regulations 173-176	Information and record-keeping requirements
7.3.1	Regulations 177-180	Prescribed records
7.1.1	regulations 181-184	Confidentiality and storage of records
	Related requirements	
7.1.5	regulation 14	Application for provider approval by individual
7.1.5	regulation 15	Application for provider approval by person other than an individual
7.1.5	regulation 16	Matters relating to criminal history
7.2.3	regulation 31	Condition on service approval - Quality improvement plan
7.1.5	regulation 46	Application for supervisor certificate
7.2.1, 7.2.3	regulations 55-56	Quality improvement plans

Quality Improvement Plan for QA7

Summary of Strengths

Strengths	<ul style="list-style-type: none"> • The Kindergarten has a positive atmosphere and a 'good feel'. • Training & Development for all Staff is always promoted. • Performance Management meetings are held with staff in Term 1 and 3 of each year. • Staff work as a team - they are aware of expectations - share roles and workload. • The Staff Team is relatively stable. • There is continual reflection on what we do and how we can improve. • A new Philosophy has been developed. • The Governing Council is supported by the Director, Teacher and Early Childhood Worker and have opportunities to work together and offer their ideas and points of view. • Finance Structure is very effective. The Finance Officer, Treasurer and Director work together to ensure transparency. • Regular liaison's with Director of Naracoorte North Kindergarten.
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Key improvements sought for QA7

Standard/element 7.1.2	The induction of educators, coordinators and staff is comprehensive.
Identified issue	The induction process needs to be reviewed and modifications required.
Standard/element 7.3.5	Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.
Identified issue	Written policies and procedures need work to align them with NQF requirements.

Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
7.1.2	To have an improved and information Induction package for Staff.	H	Source current Information and the Checklist used. Source relevant information from Staff. Request assistance from Staff to assist in compiling.	Staff will have relevant information at hand in a new Induction Format.	End Term 4 2013	
7.3.5	All policies and procedures will be updated to meet the NQF requirements.	H	Source Policy and Procedure information from the DECD website. Review.	Policies and procedures will meet the NQF requirements and be accessible to Staff and Families.	As they are released on the DECD website.	