

Quality Improvement Plan

Neta Kranz

Children's Centre

2016



Service details

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|---|---|
| Service name | Service approval number |
| Neta Kranz Children's Centre | SE-00010705 |
| Primary contact at service | |
| Libby Kranz | |
| Physical location of service | Physical location contact details |
| Street: 55 Wood Terrace Suburb: Whyalla State/territory: South Australia Postcode: 5600 | Telephone: 08 86457224 Mobile: nil Fax: 08 86452250 Email: Libby.Kranz856@schools.sa.edu.au |
| Approved Provider | Nominated Supervisor |
| Primary contact: DECD Central Office Telephone: 82261000 Education Office Whyalla telephone: 86456568 | Name: Libby Kranz Telephone: 08 86457224 Mobile: 0488155977 (personal) Fax: 08 86452250 Email: Libby.Kranz856@schools.sa.edu.au |
| Postal address (if different to physical location of service) | |
| Street: 55 Wood Terrace Suburb: Whyalla State/territory: South Australia Postcode: 5600 | |

Operating hours

For each day of the week this service is open, indicate the times of the day when education and care is provided.

For centre-based services, this does not include non-contact hours for staff. Please nominate the scheduled opening and closing times using 24 hour clock (e.g. 07:30 to 18:00) rather than the actual opening and closing times (e.g. 06:55 to 18:10) if different. Round times to the nearest quarter of an hour.

If the service is open for two sessions per day, please indicate the opening and closing times for both sessions.

For family day care services or multi-site services, please provide the operating hours of the service office.

| | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|--------------|--|--|--|--|-----------------------|----------|--------|
| Opening time | AM Session 08:45am PM Session 12:15pm | AM Session 08:45am PM Session 12:15pm | AM Session 08:45am PM Session 12:15pm | AM Session 08:45am PM Session 12:15pm | AM Session 08:45am | | |
| Closing time | AM Session 11:45am PM Session 15:15pm | AM Session 11:45am PM Session 15:15pm | AM Session 11:45am PM Session 15:15pm | AM Session 11:45am PM Session 15:15pm | AM Session 11:45am | | |

Additional information about your service

The following information will assist the Regulatory Authority to plan the assessment visit.

School Holidays: 16th April to 1st May: 9th July to 24th July: 1st October to 16th October: 17th Dec to 30th January 2017.

Sessional Kindergarten groups AM and PM. Children who attend sessional afternoon group, also attend Friday morning to access 5 sessions of 3 hours. Additionally, some children access 15 hours by either two full days of Kindergarten and one session, or over a two week period, two days one week and three days on alternate weeks.

Nominated Supervisor : Libby Kranz

Teachers: Carmen Aragon-Milovanovic and Lauren Griffin (0.4 Universal access teacher.)

Early Childhood Worker: Lorna Patterson

Support Workers: Michael Zubrinich and Michelle Martin

For family day care services, indicate the number of educators currently registered in the service and attach a list of the educators and their addresses.

No. of educators:

Service statement of philosophy

Please insert your service's statement of philosophy here.

We recognise the importance of each child's early experiences and the knowledge they have acquired prior to attending kindergarten. As educators, we plan to provide experiences that support, enhance and extend children's learning. Children construct understandings through discovery and exploration; therefore we provide a play based curriculum. We utilise the Early Years Learning framework to support our programming. Each child is treated with respect and valued as a unique individual. We acknowledge and respect the bond that Australian Aboriginal and Torres Strait Islander people have with this land.

Families are valued and recognised as children's first educators and we intend to support and assist families in their role. Building connections between home, the centre and the community develops a sense of belonging and enhances self worth, which increases self esteem. Children's learning and development is enhanced when early childhood professionals respect their cultures and ways of knowing and being. Opportunities for discussions with families are promoted, as it provides information on what values are important to them. It is vital that we support the development of positive mental health and we incorporate Kids Matter principles to assist the well being of every child.

At the beginning of each year educators participate in developing and reviewing this philosophy, thus guiding pedagogy and curriculum decision making. The philosophy is included in our information booklet and shared with families. Governing Council have contributed and endorsed the statement.

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

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|---------------------|--|--|
| 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

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| Strengths | <p>Educational programme has a strong focus on reinforcing identity and developing connections with our families and local community.</p> <p>We plan from observations of children to make curriculum decisions. We expand on children's interests and organise excursions or appropriate visiting artists to extend their knowledge and understanding.</p> <p>We value and programme for long periods of uninterrupted play to allow children time to explore, investigate and create. Experiences are offered for long periods, both, inside and outside to allow for engagement in various learning areas.</p> <p>Portfolios are on display, showing the documentation of each child's engagement. If extra support for individual children is accessed through other professional services, then meetings are arranged to ensure individual needs are catered for.</p> <p>Every child is encouraged to participate in the learning environment. We encourage, role model and plan to ensure the programme is engaging and inviting.</p> <p>Children and their families are respected and individual choices are valued. We ensure our curriculum delivery reflects diversity.</p> |
|------------------|---|

Children are learning Greek as an additional language at our kindergarten, through a variety of meaningful experiences, including planned and spontaneous. As educators we recognise the benefits of children learning an additional language. Research substantiates they have greater neural activity and denser tissue in the areas of the brain related to memory, attention and language, than monolingual learners. Many families comment on how children use Greek terminology at home and how proud they are of their child's ability to do so.

Our fruit time provides us with a planned small group experience focussing on developing children's numeracy awareness and promoting healthy eating and hygiene.

The educational programme has a strong focus on reinforcing identity and developing connections with our families and local community.

Our kindergarten is working with the Kids Matter framework in collaboration with Whyalla Town Primary School. The Director is part of the action team. The purpose of this is to promote positive mental health and well being in children, families and staff.

Key improvements sought for QA1

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| Standard/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 and confidence as learners and effectiveness as communicators. | |
| | Identified issue | Neta Kranz Children's Centre staff has been using the Reflect, Respect, Relate (RRR) as a basis to critically reflect on practice. We plan to extend the use of this document to improve the planning and programming cycle to increase children's engagement. |
| Standard/element 1.2.1 | Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation. | |
| | Identified issue | We have developed procedures that now have high consistency of observing and collecting evidence of children's learning. The issue is now for staff to investigate the quality of the learning programme and then use this information for improved planning and programming. We are linking observations of individual children to improve learning outcomes. Children's ideas and requests are respected and responded to. Educators utilise these teachable moments to scaffold and extend the learning. |
| Standard/element 1.2.3 | Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program. | |
| | Identified issue | Required implementation of the preschool literacy and numeracy indicators. Staff to have a clear understanding of assessment and reporting 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 |
|----------------------|--|---------------------|---|---|-------------|---|
| 1.1.1 | <p>Staff using the RRR involvement scales to observe individual children and this is reflected in the planning and programming. We seek children's active involvement within the learning environment.</p> <p>Site, families and children to identify the kids matter framework within the programme. Programme to reflect kids matter</p> | H H H | <p>Revisit RRR document (involvement) and ensure staff have an understanding of, and are familiar with the observation scale. Documenting links with kids matter framework to make it visible for families and staff on appropriate activities/displays. Sending snippets home in newsletters, our facebook page, ie links from the website, showing short videos at Gov. council. Join Sara Richardson facebook to share relevant kids matter resources.</p> | <p>Staff using observations to guide decisions regarding curriculum. Children are involved for longer periods of time. Staff and families are articulating the connections between the curriculum and children's wellbeing and identity.</p> <p>Kids matter displays are visible within the site.</p> | End of 2016 | Set staff meeting agenda to revisit the RRR document and develop consistency of observations. |
| 1.2.1 | Quality programme is provided. | H | As a staff team, communicating about ensuring the teachable moments are expanded. Documentation provides evidence of the learning opportunities and planned follow up and evaluation. Reflection is evident in the programming. | Children are actively engaged with a high quality programme. There is evidence of improved planning. | ongoing | |

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| 1.2.3 | Continuous cycle of improvement for children's learning. | M | Implement follow a child process, ensure staff are able to prioritise for this to occur. Evaluation by all staff. | Follow a child – active learning observations indicate that children are extending their skills and knowledge base.4 children per term have been observed. Staff have had professional conversations regarding children's learning and development | ongoing | |
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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

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|---------------------|---|---|
| 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 waterbased activities; and (iv) the administration of first aid |
| 2.1.4, 2.3.3 | regulation 168(2)(b) | Policies and procedures are required in relation to incident, injury, trauma and illness procedures complying with regulation 85 |
| 2.1.4 | regulation 168(2)(c) | Policies and procedures are required in relation to dealing with infectious diseases, including procedures complying with regulation 88 |
| 2.1.1, 2.3.3 | regulation 168(2)(d) | Policies and procedures are required in relation to dealing with medical conditions in children, including the matters set out in regulation 90 |
| 2.3.3 | regulation 168(2)(e) | Policies and procedures are required in relation to emergency and evacuation, including the matters set out in regulation 97 |
| 2.3.2 | regulation 168(2)(g) | Policies and procedures are required in relation to excursions, including procedures complying with regulations 100 -102 |
| 2.3 | regulation 168(2)(h) | Policies and procedures are required in relation to providing a child-safe environment |

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| 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

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| Strengths | <p>2.1.1 Children with previously identified medical/health needs have a concise information note and photograph to identify the child, the symptom, and required treatment. Doctor's plan, eg. Asthma plan, anaphylactic plan and other detailed health plans are stored in the cupboard directly behind the displayed photos. We also have a "buddy bag" which we take on excursions. This has individual pockets that have a photo to identify each child, with medication and plans inside.</p> <p>2.1.3, 2.2.1, 2.3 Children participate in fruit time each session. Families provide a piece of fruit or vegetable which is prepared and presented to children, followed by a drink of water. Children are encouraged to make choices about the food they consume, with encouragement to try unfamiliar foods. We are delighted that families take pride in bringing fresh produce from their garden. We have eaten purple carrots!</p> |
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Key improvements sought for QA2

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| Standard/element 2.2.1 | Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child. |
| Identified issue | As many children remain at kindergarten for a full day, this requires lunch to be provided from home. We note that many pre-packaged items children are bringing as part of their lunch do not meet the recommended national standard regarding fats, sugars, salt content. |



Standard/element
2.1.3, 2.1.4, 2.2.1

Health, hygiene and safe food practice.

Identified issue

In our society, children are frequently consuming foods that have little, or no, nutritional value. Fast food outlets and media advertising target children and make it difficult for families to promote a healthy diet.

Improvement Plan

| Standard/element | What outcome or goal do we seek? | Priority (L/M/H) | How will we get this outcome? (Steps) | Success measure | By when? | Progress notes |
|---------------------|---|------------------|---|--|----------|----------------|
| 2.2.1 | Parents and carers providing healthy food choices for their children at lunch time. | M | Provision of the centre's lunch policy to guide content of lunch. | Children's lunch boxes containing healthy, nutritious foods. Children beginning to identify which are healthy foods. Children using the chart that depicts the traffic light system to identify where food items fit with regard to fat and salt levels. They impart this knowledge to others. | ongoing | |
| 2.1.3, 2.1.4, 2.2.1 | Children begin to understand what is classed as healthy foods (using the national standards as a reference) and sometimes foods. Children are able to make food choices in light of their knowledge of being healthy. | M | Teach children about "Eat a Rainbow Everyday". Provide food choices for children to experiment with an array of healthy foods. | Better healthy choice making by children using food wheel defining the food groups and amounts. Children demonstrating confidence when trying an array of different healthy food types. | Ongoing. | |



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

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| Standard 3.1 | The design and location of the premises is appropriate for the operation of a service. | |
| | Element 3.1.1 | Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose. |
| | Element 3.1.2 | Premises, furniture and equipment are safe, clean and well maintained. |
| | Element 3.1.3 | Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space. |
| Standard 3.2 | The environment is inclusive, promotes competence, independent exploration and learning through play. | |
| | Element 3.2.1 | Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments. |
| | Element 3.2.2 | Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the program and allow for multiple uses. |
| Standard 3.3 | The service takes an active role in caring for its environment and contributes to a sustainable future. | |
| | Element 3.3.1 | Sustainable practices are embedded in service operations. |
| | Element 3.3.2 | Children are supported to become environmentally responsible and show respect for the environment. |

Quality Area 3: Related sections of the National Law and National Regulations

| Standard/element | National Law (section) and National Regulations (regulation) |
|------------------|--|
| 3.1.2 | regulation 103 Premises, furniture and equipment to be safe, clean and in good repair |
| 3.1.1 | regulation 104 Fencing and security |
| 3.2.2 | regulation 105 Furniture, materials and equipment |
| 3.1.1 | regulation 106 Laundry and hygiene facilities |
| 3.1.1 | regulation 107 Space requirements—indoor |
| 3.1.1 | regulation 108 Space requirements—outdoor space |
| 3.1.1 | regulation 109 Toilet and hygiene facilities |
| 3.1.1 | regulation 110 Ventilation and natural light |
| 3.1.1 | regulation 111 Administrative space |
| 3.1.1 | regulation 112 Nappy change facilities |
| 3.2.1 | regulation 113 Outdoor space—natural environment |
| 3.1.1 | regulation 114 Outdoor space—shade |
| 3.1.3 | regulation 115 Premises designed to facilitate supervision |
| 3.1.2 | regulation 116 Assessments of family day care residences and approved family day care venues |
| 3.1.1 | regulation 117 Glass (additional requirement for family day care) |

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| | Related requirements |
| | Part 3 of the National Law: Service Approval |
| | regulation 25 Additional information about proposed education and care service premises |
| | Regulations 41-45 Service waiver and temporary waiver |

Quality Improvement Plan for QA 3

Summary of strengths for QA3

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| Strengths | The indoor environment is child centred with many choices for children to make. The indoor environment has an exploratory atmosphere. The centre has a low child injury rate. |
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Key improvements sought for QA3

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| Standard/element 3.1.1 | Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose. |
| | Identified issue Outdoor area has been significantly devastated by the removal of giant athol pine trees. There is now a much flatter surface area awaiting development. |
| Standard/element 3.2.1 | Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.. |
| | Identified issue As the outdoor area has lost many of the undulating areas that were previously inviting for an array of exploring and investigating, we need to establish new areas. |

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| Standard/element 3.3.2 | The service takes an active role in caring for its environment and contributes to a sustainable future. Children are supported to become environmentally responsible and show respect for the environment. |
| Identified issue | Currently there is no garden bed where we can grow vegetables to promote sustainable practices. |

Improvement plan

| Standard/ element | What outcome or goal do we seek? | Priority (L/M/H) | How will we get this outcome? (Steps) | Success measure | By when? | Progress notes |
|------------------------------|---|-----------------------------|--|---|-------------------------------|-----------------------|
| 3.1.1 | In consultation with Governing Council, staff and facilities manager, document a yard redevelopment plan. | H | Develop plan: visit other sites for ideas, view web sites, research, follow policy regulations. Fundraising to target specific areas. Apply for grants to assist the re-development costs. | Plan developed. Plan displayed to community. Plan implemented in stages. Finance available to implement plan. Children will be engaged in safe, rigorous learning in a natural setting that supports children to investigate, inquire and be active. Children's gross motor skills will be improved and confidence to try challenging activities will develop as children are supported to 'have a go!' Children's resilience will increase as they feel empowered to participate. | Term 4, 2016. Ongoing. | |
| 3.2.1 | Outdoor areas will provide every child with the opportunity to experience inviting natural play spaces. | H | Continue to develop our plan, reviewing and evaluating as we progress and continually observe children's interactions and reactions to the environment. | Outdoor area offering a plethora of natural play spaces that support children to develop environmentally responsible attitudes and respect for the environment. | Term 4, 2016. | |
| 3.3.1 | Sustainable practices are embedded in service operations | H | Reinforce the practice of reduce, reuse and recycle. Continue to supply recycle tub during lunch time. Recycle tub utilised in the main activity room. Fruit scraps are currently sent to a staff member's home for the worm farm. Help children build | Landfill materials will be reduced. Children's lunch boxes will have limited packaged items. Children will share their knowledge with families regarding reduce, reuse and recycle. | | |

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| | | | connections with this practice by having a display and information about this. | | | |
| 3.3.2 | Garden established to grow vegetables | H | Fundraise or apply for grants to establish garden bed/s. | Children working with establishing garden and growing vegetables which are eaten, either at fruit time or used in cooking experiences. | End term 2, 2016. | |

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

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| Standard 4.1 | Staffing arrangements enhance children's learning and development and ensure their safety and wellbeing. | |
| | Element 4.1.1 | Educator-to-child ratios and qualification requirements are maintained at all times. |
| Standard 4.2 | Educators, co-ordinators and staff members are respectful and ethical. | |
| | Element 4.2.1 | Professional standards guide practice, interactions and relationships. |
| | Element 4.2.2 | Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships. |
| | Element 4.2.3 | Interactions convey mutual respect, equity and recognition of each other's strengths and skills. |

Quality Area 4: Related sections of the National Law and National Regulations

| Standard/element | National Law (section) and National Regulations (regulation) | |
|------------------|--|---|
| 4.1 | regulation 169 | Offence relating to staffing arrangements |
| 4.1 | regulation 118 | Educational leader |
| 4.1 | regulations 119–120 | Age and supervision requirements |
| 4.1 | regulations 121–124 | Minimum number of educators required |

| Standard/element | National Law (section) and National Regulations (regulation) | |
|------------------|--|---|
| 4.1 | regulations 125–128 | Educational qualifications for educators |
| 4.1 | regulations 129–135 | Requirements for educators who are early childhood teachers |
| 4.1 | regulation 136 | First aid qualifications |
| 4.1 | regulations 137–143 | Approval and determination of qualifications |
| 4.1 | regulation 144 | Family day care educator assistant |
| 4.1 | regulations 145–15 | Staff and educator records—centre-based services |
| 4.1 | regulation 153 | Register of family day care educators |
| 4.1 | regulation 154 | Record of staff, family day care coordinators and family day care educator assistants |
| | Related requirements | |
| 4.1 | section 161 | Offence to operate education and care service without nominated supervisor |
| 4.1 | section 162 | Offence to operate education and care service unless responsible person is present |
| 4.1 | section 163 | Offence relating to appointment or engagement of family day care coordinators |
| 4.1 | regulations 46–54 | Supervisor certificates |
| 4.2 | regulation 55 | Quality improvement plans |
| 4.1 | regulation 168(2)(i) | Policies and procedures are required in relation to staffing including a code of conduct for staff members; determining the responsible person present at the service and the participation of volunteers and students on practicum placements. |

Quality Improvement Plan for QA4

Summary of strengths for QA4

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| Strengths | <p>As a team we believe that Children are at the centre of everything we do.</p> <p>The centre adheres to the staffing regulations.</p> <p>Staff access training and development to update their practice and increase knowledge and understanding.</p> <p>As families arrive they are welcomed at the beginning of each session, providing opportunities for exchange of information. Each child is farewelled by a staff person and connections made with families/carers.</p> <p>Governing Council provides opportunities for parents/carers to be a part of the decision making processes of the site.</p> <p>We invite families to special events, ie Greek day, Family night and Graduation.</p> |
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Key improvements sought for QA4

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|-----------------------------|--|---|
| Standard/element 4.1 | 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 | |
| | Identified issue | We have received new directives from the Minister for Education and Child Development regarding the screening clearance process for volunteering. |

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 | Knowledge of the new changes to the volunteer processes. | L | Review the website to ensure staff and families are informed. | Volunteers are working within the recommended guidelines. | End of term 1. | |



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

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|------------------|--|
| Strengths | <p>Children are actively involved in all aspects of their work at Neta Kranz Children's Centre. This includes decision making, designing and choice making, responsibilities, ownership and being valued.</p> <p>The centre is joyful, where relationships are established and built upon.</p> <p>The background of all children is acknowledged and each child's individual characteristics are valued.</p> |
|------------------|--|



Key improvements sought for QA5

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|----------------------------------|---|
| Standard/element 5.1.1 | Interactions with each child are warm, responsive and build trusting relationships. |
|----------------------------------|---|

| | |
|-------------------------|--|
| Identified issue | Lunchtimes can at times be rushed and busy, thus focus on building nurturing, trusting relationships is essential. |
|-------------------------|--|

Improvement plan

| Standard/ element | What outcome or goal do we seek? | Priority (L/M/H) | How will we get this outcome? (Steps) | Success measure | By when? | Progress notes |
|----------------------|---|---------------------|--|--|----------|---|
| 5.1.1 | Interactions with each child are warm, responsive and build trusting relationships; especially during lunch time. | H | Prepare a roster system so staff is aware of requirements for lunch time supervision and interactions. | Staff following roster and providing an atmosphere that is conducive to developing trusting relationships with children. Children gaining skills in self help and communicating confidently. | Ongoing. | Commenced implementation in Term 1. Staff demonstrating greater understanding of need for preparation and interactions during lunch time. |

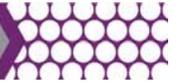


Quality Area 6: Collaborative partnerships with families and communities

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 |

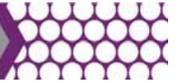
Quality Improvement Plan for QA6

Summary of strengths for QA6

| | |
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| Strengths | <p>The centre develops supportive relationships with all children and families accessing the services. Individual children's and families needs are catered for where possible.</p> <p>Children's progress is communicated through individual portfolio's and parents are encouraged to be involved in the centre and their children's development.</p> <p>Parents and families are welcome and encouraged to be part of the learning programme.</p> |
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Key improvements sought for QA6

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| Standard/element 6.1.1 | There is an effective enrolment and orientation process for families. | |
| | Identified issue | Site specific policies are not on display. |



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|-----------------------------------|--|
| Standard/element 6.1.3 | Current information about the service is available to families |
| Identified issue | The centre's signage is not currently up to date. |
| Standard/element 6.3.4 | The service builds relationships and engages with their local community |
| Identified issue | Education sites within Whyalla have formed Partnerships across all service levels, ie early years, primary and secondary. It is paramount that all sites are considered, respected and valued. |

Improvement plan

| Standard/ element | What outcome or goal do we seek? | Priority (L/M/H) | How will we get this outcome? (Steps) | Success measure | By when? | Progress notes |
|----------------------|---|---------------------|---|---|---|----------------|
| 6.1.1 | Policies to be available in a policy folder. | M | Access appropriate and relevant policies and display in the foyer. | Policies available. | Ongoing. | |
| 6.1.3 | Current information is available to families | H | New signage to inform families of the current operating services. | Updated sign in place | Included in our outdoor re-development plan to be finalised 2016. | |
| | | | . | | | |
| 6.3.4 | Collaborative Partnership plan is formed for Whyalla. | H | Participation in partnership meetings, linking principals and kindergarten directors. | Collaborative plan will be formed, and all parties will have equality and respect for each service. There will be unity of education across Whyalla. | | |

Quality Area 7: Leadership and service management

This quality area of the *National Quality Standard* focuses on effective leadership and management of the service that contributes to quality environments for children’s learning and development. Well-documented policies and procedures, well-maintained records, shared values, clear direction and reflective practices enable the service to function as a learning community. An ongoing cycle of planning and review, including engagement with families, creates the climate for continuous improvement.

Quality Area 7: Standards and elements

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|---------------------|--|--|
| 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. |

| | | |
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| | 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

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|------------------|--|
| Strengths | <p>Each staff member brings their own unique personality, knowledge and abilities to the centre.</p> <p>All staff hold, or are working towards, the appropriate qualifications and undertake regular training and development to maintain an up-to-date knowledge base.</p> <p>Staff are highly committed to providing excellence in preschool learning and care. They are focussed on the needs of individuals and the welfare of each child.</p> |
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Key improvements sought for QA7

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|----------------------------------|--|---|
| Standard/element 7.2.2 | The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement. | |
| | Identified issue | A performance development review policy is required to facilitate the implementation of performance review. This will assist with allocation of time to address rather than current, rather ad hoc, time frame. |

Improvement plan

| Standard/ element | What outcome or goal do we seek? | Priority (L/M/H) | How will we get this outcome? (Steps) | Success measure | By when? | Progress notes |
|----------------------|---|---------------------|--|---|-----------------|----------------|
| 7.2.2 | Effective Personal Performance review cycle | H | Ensure policy has agreed time line, eg. Terms one and three. | Staff will feel valued and encouraged to pursue personal and professional growth | Term one, 2016. | |
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