

**Service details**

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| **Service name**  | **Service approval number**  |
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| **Primary contact at service** |  |
|  |  |
| **Physical location of service**  | **Physical location contact details**  |
| Street: Suburb: State/territory: Postcode:  | Telephone: Mobile: Fax: Email:  |
| **Approved Provider**  | **Nominated Supervisor**  |
| Primary contact: Telephone: Mobile: Fax: Email:  | Name: Telephone: Mobile: Fax: Email:  |
| **Postal address (if different to physical location of service)** |  |
| Street: Suburb: State/territory: Postcode:  |  |

## **Operating hours**

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

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

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

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

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|   | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **Saturday** | **Sunday** |
| **Opening time** |  |  |  |  |  |  |  |
| **Closing time** |  |  |  |  |  |  |  |

## **Additional information about your service**

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

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| Provide additional information about your service—parking, school holiday dates, pupil-free days etc.  |
| How are the children grouped at your service?  |
| Write the name and position of person(s) responsible for submitting this Quality Improvement Plan (e.g. ‘Nominated Supervisor, Cheryl Smith’) |
| 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.

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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** | [Summarise strengths identified in the self-assessment process. Delete if not required.] |

Key improvements sought for QA1

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| --- | --- |
| **Standard/element [number]** | [Include the element number (left) and description from QA1 table] |
| **Identified issue** | [Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.] |

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| **Standard/element [number]** | [Include the element number (left) and description from QA1 table] |
| **Identified issue** | [Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.] |

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| **Standard/element [number]** | [Include the element number (left) and description from QA1 table] |
| **Identified issue** | [Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.] |

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| **Standard/element [number]** | [Include the element number (left) and description from QA1 table] |
| **Identified issue** | [Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.] |

Improvement Plan

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| **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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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 water based activities; and (iv) the administration of first aid |
| 2.1.4, 2.3.3 | regulation 168(2)(b) Policies and procedures are required in relation to incident, injury, trauma and illness procedures complying with regulation 85 |
| 2.1.4 | regulation 168(2)(c) Policies and procedures are required in relation to dealing with infectious diseases, including procedures  complying with regulation 88 |
| 2.1.1, 2.3.3 | regulation 168(2)(d) Policies and procedures are required in relation to dealing with medical conditions in children, including the matters set out in regulation 90 |
| 2.3.3 | regulation 168(2)(e) Policies and procedures are required in relation to emergency and evacuation, including the matters set out in regulation 97 |
| 2.3.2 | regulation 168(2)(g) Policies and procedures are required in relation to excursions, including procedures complying with regulations 100 -102 |
| 2.3 | regulation 168(2)(h) Policies and procedures are required in relation to providing a child-safe environment |
| 2.1.1, 2.1.4, 2.3.3, 2.3.4  | regulation 177 Prescribed enrolment and other documents to be kept by approved provider: (1)(b) an incident, injury, trauma and illness record as set out in regulation 87 (1)(c) a medication record as set out in regulation 92 |
| 2.1.1, 2.1.4, 2.3.3, 2.3.4 | regulation 178 Prescribed enrolment and other documents to be kept by family day care educator: (1)(b) an incident, injury, trauma and illness record as set out in regulation 87 (1)(c) a medication record as set out in regulation 92 |

**Quality Improvement Plan for Q2**

Summary of strengths for QA2

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| **Strengths** | [Summarise strengths identified in the self-assessment process. Delete if not required.] |

Key improvements sought for QA2

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| **Standard/element [number]** | [Include the element number (left) and description from QA2 table] |
| **Identified issue** | [Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.] |

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| **Standard/element [number]** | [Include the element number (left) and description from QA2 table] |
| **Identified issue** | [Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.] |

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| **Standard/element [number]** | [Include the element number (left) and description from QA2 table] |
| **Identified issue** | [Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.] |

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| **Standard/element [number]** | [Include the element number (left) and description from QA2 table] |
| **Identified issue** | [Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.] |

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| **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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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

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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

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| **Standard/element** | **National Law (section) and National Regulations (regulation)** |
| 3.1.2 | regulation 103 Premises, furniture and equipment to be safe, clean and in good repair  |
| 3.1.1 | regulation 104 Fencing and security  |
| 3.2.2 | regulation 105 Furniture, materials and equipment |
| 3.1.1 | regulation 106 Laundry and hygiene facilities  |
| 3.1.1 | regulation 107 Space requirements—indoor  |
| 3.1.1 | regulation 108 Space requirements—outdoor space |
| 3.1.1 | regulation 109 Toilet and hygiene facilities  |
| 3.1.1 | regulation 110 Ventilation and natural light  |
| 3.1.1 | regulation 111 Administrative space |
| 3.1.1 | regulation 112 Nappy change facilities  |
| 3.2.1 | regulation 113 Outdoor space—natural environment |
| 3.1.1 | regulation 114 Outdoor space—shade |
| 3.1.3 | regulation 115 Premises designed to facilitate supervision |
| 3.1.2 | regulation 116 Assessments of family day care residences and approved family day care venues |
| 3.1.1 | regulation 117 Glass (additional requirement for family day care |
|  | **Related requirements**  |
|  | Part 3 of the National Law: Service Approval  |
|  | regulation 25 Additional information about proposed education and care service premises  |
|  | Regulations 41-45 Service waiver and temporary waiver  |

**Quality Improvement Plan for QA 3**

Summary of strengths for QA3

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| **Strengths** | [Summarise strengths identified in the self-assessment process. Delete if not required.] |

Key improvements sought for QA3

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| **Standard/element [number]** | [Include the element number (left) and description from QA3 table] |
| **Identified issue** | [Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.] |

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| **Standard/element [number]** | [Include the element number (left) and description from QA3 table] |
| **Identified issue** | [Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.] |

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| **Standard/element [number]** | [Include the element number (left) and description from QA3 table] |
| **Identified issue** | [Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.] |

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| **Standard/element [number]** | [Include the element number (left) and description from QA3 table] |
| **Identified issue** | [Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.] |

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| **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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Improvement plan

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

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| **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** | [Summarise strengths identified in the self-assessment process. Delete if not required.] |

Key improvements sought for QA4

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| **Standard/element [number]** | [Include the element number (left) and description from QA4 table] |
| **Identified issue** | [Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.] |

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| **Standard/element [number]** | [Include the element number (left) and description from QA4 table] |
| **Identified issue** | [Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.] |

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| **Standard/element [number]** | [Include the element number (left) and description from QA4 table] |
| **Identified issue** | [Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.] |

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| --- | --- |
| **Standard/element [number]** | [Include the element number (left) and description from QA4 table] |
| **Identified issue** | [Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.] |

Improvement plan

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| **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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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

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| **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** | [Summarise strengths identified in the self-assessment process. Delete if not required.] |

Key improvements sought for QA5

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| **Standard/element [number]** | [Include the element number (left) and description from QA5 table] |
| **Identified issue** | [Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.] |

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| **Standard/element [number]** | [Include the element number (left) and description from QA5 table] |
| **Identified issue** | [Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.] |

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| **Standard/element [number]** | [Include the element number (left) and description from QA5 table] |
| **Identified issue** | [Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.] |

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| **Standard/element [number]** | [Include the element number (left) and description from QA5 table] |
| **Identified issue** | [Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.] |

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| **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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 Improvement plan

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

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| --- | --- |
| **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** | [Summarise strengths identified in the self-assessment process. Delete if not required.] |

Key improvements sought for QA6

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| --- | --- |
| **Standard/element [number]** | [Include the element number (left) and description from QA6 table] |
| **Identified issue** | [Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.] |

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| **Standard/element [number]** | [Include the element number (left) and description from QA6 table] |
| **Identified issue** | [Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.] |

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| **Standard/element [number]** | [Include the element number (left) and description from QA6 table] |
| **Identified issue** | [Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.] |

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| **Standard/element [number]** | [Include the element number (left) and description from QA6 table] |
| **Identified issue** | [Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.] |

Improvement plan

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Standard/element** | **What outcome or goal do we seek?** | **Priority (L/M/H)** | **How will we get this outcome? (Steps)** | **Success measure** | **By when?** | **Progress notes** |
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Quality Area 7: Leadership and service management

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

## Quality Area 7: Standards and elements

|  |  |
| --- | --- |
| **Standard 7.1** | **Effective leadership promotes a positive organisational culture and builds a professional learning community.** |
|  | Element 7.1.1 | Appropriate governance arrangements are in place to manage the service. |
|  | Element 7.1.2 | The induction of educators, co-ordinators and staff members is comprehensive. |
|  | Element 7.1.3 | Every effort is made to promote continuity of educators and co-ordinators at the service.  |
|  | Element 7.1.4 | Provision is made to ensure a suitably qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning.  |
|  | Element 7.1.5 | Adults working with children and those engaged in management of the service or residing on the premises are fit and proper.  |
| **Standard 7.2** | **There is a commitment to continuous improvement.** |
|  | Element 7.2.1 | A statement of philosophy is developed and guides all aspects of the service’s operations.  |
|  | Element 7.2.2 | The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement.  |
|  | Element 7.2.3 | An effective self-assessment and quality improvement process is in place.  |
| **Standard 7.3** | **Administrative systems enable the effective management of a quality service.** |
|  | Element 7.3.1 | Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements.  |
|  | Element 7.3.2 | Administrative systems are established and maintained to ensure the effective operation of the service.  |
|  | Element 7.3.3 | The Regulatory Authority is notified of any relevant changes to the operation of the service, of serious incidents and any complaints which allege a breach of legislation.  |
|  | Element 7.3.4 | Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner.  |
|  | Element 7.3.5 | Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.  |

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

| **Standard/element** | **National Law (section) and National Regulations (regulation)** |
| --- | --- |
| 7.1.5 | section 12 Applicant must be fit and proper person (provider approvals) |
| 7.1.5 | section 13 Matters to be taken into account in assessing whether a fit and proper person (provider approvals) |
| 7.1.5 | section 21 Reassessment of fitness and propriety (provider approvals) |
| 7.1.5 | section 109 Matters to be taken into account in assessing whether fit and proper person |
| 7.3.1 | regulations 158-162 Attendance and enrolment records |
| 7.1.5 | regulation 163 Residents at family day care residence and family day care educator assistants to be fit and proper persons |
| 7.1.5 | regulation 164 Requirement for notice of new persons at residence |
| 7.3.1 | regulation 167 Record of service’s compliance |
| 7.1.1, 7.3.1, 7.3.4, 7.3.5 | regulations 168-172 Policies and procedures |
| 7.3.1 | regulations 173-176 Information and record-keeping requirements |
| 7.3.1 | Regulations 177-180 Prescribed records |
| 7.1.1 | regulations 181–-184 Confidentiality and storage of records |
|  | **Related requirements** |
| 7.1.5 | regulation 14 Application for provider approval by individual |
| 7.1.5 | regulation 15 Application for provider approval by person other than an individual |
| 7.1.5 | regulation 16 Matters relating to criminal history |
| 7.2.3 | regulation 31 Condition on service approval - Quality improvement plan |
| 7.1.5 | regulation 46 Application for supervisor certificate |
| 7.2.1, 7.2.3  | regulations 55-56 Quality improvement plans  |

**Quality Improvement Plan for QA7**

Summary of Strengths

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| **Strengths** | [Summarise strengths identified in the self-assessment process. Delete if not required.] |

Key improvements sought for QA7

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| --- | --- |
| **Standard/element [number]** | [Include the element number (left) and description from QA7 table] |
| **Identified issue** | [Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.] |

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| **Standard/element [number]** | [Include the element number (left) and description from QA7 table] |
| **Identified issue** | [Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.] |

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| **Standard/element [number]** | [Include the element number (left) and description from QA7 table] |
| **Identified issue** | [Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.] |

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| **Standard/element [number]** | [Include the element number (left) and description from QA7 table] |
| **Identified issue** | [Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.] |

Improvement plan

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| **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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