



Australian Children's
Education & Care
Quality Authority

File ref:
(if applicable)

National Quality Standard Assessment and Rating Report

Service name

Nairne Preschool

Service approval
number

SE-00010693

Provider name

Department for Education and Child Development

Provider approval
number

PR-00006069

Assessment & rating
number

ASR-00010726

Report status

Final Report

Date Report
Completed

09/06/2015

About this report

Purpose

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

The goals of the report are to provide:

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

The rating system

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

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

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

Assessment and rating visit details

Type of service

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

Nominated supervisor

Leesa Shepherd

Educational leader

Leesa Shepherd

Responsible person

Leesa Shepherd

Primary contact for assessment & rating

Leesa Shepherd

Quality Improvement Plan date received

01/04/2015

Visit

Date Arrival Departure No. of children in attendance

Authorised officer

Name

Name

Further information (if applicable)

Nairne Preschool is located on the grounds of the Nairne Primary School. Due to unforeseen staff changes in 2014, the school Principal implemented a 'flat' leadership team for the service in 2015 in collaboration with the staff and Governing Council. This leadership team consists of three teachers who all work part time across the week and have a share in the leadership of the service which is overseen by the principal. Because of this new model of leadership, the principal has made a commitment to spend dedicated time at the preschool each week to ensure the effective running of the service. At the end of 2015, it is planned that this model of leadership will be evaluated to measure its success and if required, steps will be taken to change the model if needed.

As mentioned above the service has three teachers all of which work part time across the week. Two

teachers work on Monday, Tuesday and Wednesday morning as enrolments are higher on these days and the children are separated into two small groups. The third teacher works Wednesday afternoon, Thursday and Friday with another group of children. The educators and principal use Wednesday afternoons for planning and professional conversations. Each educator has a group of 'focus' children which they plan and document learning for, therefore there are three programs running through the week.

Quality Area 1 - Educational program and practice

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

Evidence for Standard 1.1

- Curriculum decision making is guided by the Early Years Learning Framework (EYLF) and through educator's knowledge of the curriculum, each child's learning and development opportunities are maximised. Through observations of the program and conversations with the teachers it was evident that the EYLF is consistently considered in all aspects of the program. For example, educators observe children, considering the principles, practices and learning outcomes of EYLF and where planning can go to next to enhance each child's learning. When evaluating children's learning educators refer to the outcomes of the EYLF and consider if children are meeting or still developing their knowledge and skills in relation to the outcomes and record follow up planning. It was observed on the program that each child is consistently considered in each program both individually and as part of the group. Educators gather written documentation in the form of observations each day for each child attending which is then used to develop the program.
- The curriculum is also based on 'The Virtues Project'. This project has been honoured by the United Nations as a model program for families of all cultures and was founded in Canada in 1991. There are 52 virtues, although the preschool has adapted a smaller number to suit their service and children. The project is designed to inspire the practice of virtues in everyday life for families, children and educators and is designed to create safe, caring and high performing communities, and leaders to encourages excellence and ethics in the workplace. The educators believe that this project model compliments the principles, practices and outcomes of EYLF.
- Educators stated that they investigated different ways in which children's learning and progress could be recorded and came up with a 'flow' book. (Families, Learning, Observations and Work in progress). These books contain a record of children's learning, input from families, observations and children's artwork.
- Each child's current knowledge, ideas, culture, abilities and interests are consistently incorporated and actively drive all aspects of the program. At the beginning of each term educator's agree on a broad theme, these themes are centered around sustainable futures and term two focused on 'earth'. Resources and ideas are then carefully considered by educators to support this theme to develop children's interests, promote collaborative thinking and ideas to drive the programs for the term. Children's knowledge is promoted by educators and children posing their own questions and inquiries about the earth. For example, during the assessment and rating visit children were heard discussing with an educator about fungus that had been discovered on a log near their frog pond. The educator explained that some children had gone to the library to investigate what the fungus could be and it was decided it may be a bracket fungus.
- Children's interests are also captured through floor books. Evidence was sighted where children's questions, ideas and interests were sought and documented and regularly used to drive the program. For example, a child who was interested in cutting shapes into paper showed other children how to do this and their work was displayed in the floor book with the child's voice and his explanation of how to fold the paper and cut the shapes.
- Children and their family cultures are also represented in the program. For example, families have shared their culture by demonstrating cooking activities and their national dress with children.
- The program caters for children to engage and initiate their own play in activities with resources that have been selected that reflect the current program. The children follow specific routines around group times, mealtimes and relaxation time. Shortly after the children arrive they have 'tinger time', where a bell is rung and the children move into a specific room to

engage in a welcome song and movement games. Before lunch, children separate into their focus groups and have group time games and songs. During this time, children are chosen to help set up the 'cafe' area for lunch. This includes wearing aprons and setting the tables with plates and glasses of water. After lunch the children have a relaxation time where they lay on a mattress and listen to stories. During some group times on the day of the assessment and rating visit some children were restless and were playing together rather than being engaged in the group time activity, educators needed to ask children to sit quietly which meant stories or songs were interrupted until the children were quiet. The educator acknowledged the group time was not as successful and reported her concern about this to the principal. The principal approached the authorised officer to discuss this indicating it was not typical practice. When children were required to pack up, educators played a song about cleaning up and encouraged all children to tidy the room for the afternoon. Children's work was able to be kept if they were engaging in a particular activity.

- The documentation about each child's program and progress is available to families in a variety of ways. A condensed 'user friendly' version of the program is on display for families when they enter the service and the program also invites families to add comments and any ideas they would like to share. Information on the Virtues Project is displayed for families outlining the virtues the service is incorporating and examples of how these are embedded in the service. Each child's flow book is available to view and educators encourage families to take this book home and share examples of learning and their children's interests to be shared in the book. A regular newsletter also highlights information about the program. In addition families are regularly invited to attend meetings to discuss their child's learning and educators were observed engaging families in conversations about specific needs of individual children.
- Each child was actively and consistently supported to engage in the program. The environment was carefully arranged before the session began so that children could choose from a range of activities. On arrival all children and families were greeted by educators and supported to engage in an activity if required. Educators spent time talking to all children and their families. The school has a counsellor, who also comes to the service on some mornings to engage with children and families at the door on arrival. This is done so that families and children build a relationship with the counsellor to enable them to access her if needed. During the assessment and rating visit all children were actively involved in the program and educators supported this by consistently supporting groups of children by providing resources and asking open ended questions.
- Each child's agency was consistently considered and promoted enabling them to make a range of choices and decisions to influence events and their world. Evidence of this was consistently seen in the floor books and through observations during the assessment and rating visit. For example, the floor books are designed as an avenue to record children's voices, questions and ideas that can be incorporated into the program. In addition, children were observed experimenting with resources and investigating. For example, when children were looking for worms in the worm farm a child went inside and came back with a magnifying glass so he could look at the worms closely. The design of the environment also supported children's agency in that there were many open ended resources that children could experiment with and use in multiple ways.

Standard 1.1 is rated Exceeding National Quality Standard

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

Evidence for Standard 1.2

- Assessment of each child's learning and development is part of an ongoing cycle of planning, documenting and evaluation. It is an interactive process that drives the development of the program. For example, as stated in standard 1.1 the educators develop broad themes for each term. The program then begins to develop from this point through observations, ideas and interests of the children which are then extended on, evaluated and followed up with further learning and challenges being offered. Through conversations with educators and observations of written programs, it was clearly evident that children's learning forms a cycle that is designed to support and enhance children's learning and wellbeing. Clear links were evident where observations of children's learning were extended, evaluated and links to

further learning and development were clearly documented in future programs. In addition, as well as children, families are consistently invited to share their child's learning and development, as stated in standard 1.1 families regularly share their child's learning outside the service in their flow books which is also used to develop the program.

- Many observations were made during the assessment and rating visit of educators consistently responding to children's ideas and play and using intentional teaching strategies to scaffold and extend each child's learning. In addition, through observations of written documentation of children's learning, it was evident that this is an embedded practice within the service. For example, educators were observed engaging children in discussions about different seasons and children were collaging with a range of natural materials that had been gathered during a recent nature walk. In addition, a group of children were engaged in a programmed activity of making chai tea. The educator discussed the different ingredients and the children experimented with grinding the nutmeg and smelling the nutmeg and ginger. Whilst looking in the worm farm the educator and children were discussing why some worms looked different and this is because they were babies. There was also a discussion about the food scraps that had been given to the worms and what had happened to the scraps.
- Critical reflection on children's learning and development both as individuals and in groups is consistently used to implement and revise the program. All educators stated that they reflect each day on the program. For example, they reflect on how activities went, what may need to be changed and how learning can be extended. Evidence of this was consistently sighted in all programs, in floor books and flow books. Daily reflections clearly demonstrated where follow up learning had occurred and where activities had been extended. In addition, educators also reflect on the outcomes of EYLF to ensure that their own teaching practices are guiding children and enhancing their learning. Educators also stated that they reflect on the information and conversations with families to ensure the wellbeing of each child.

Standard 1.2 is rated Exceeding National Quality Standard

Quality Area 1 summary

QA1 Quality Improvement Plan notes

QA1 Compliance notes

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

- Yes
 No

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

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

- Yes
 No

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

- Yes
 No

Quality Area 1 is rated Exceeding National Quality Standard

Quality Area 2 - Children's health and safety

Standard 2.1	Each child's health is promoted.	
2.1.1	Each child's health needs are supported.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
2.1.2	Each child's comfort is provided for and there are appropriate opportunities to meet each child's need for sleep, rest and relaxation.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
2.1.3	Effective hygiene practices are promoted and implemented.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
2.1.4	Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met

Evidence for Standard 2.1

- Each child's health needs are consistently supported, monitored and promoted. The service has developed an 'allergy and anaphylaxis aware' policy which is published on the school website and outlines responsibilities and requirements if a child has a specific allergy or health need. Part of the enrolment process includes educators and the principal meeting with families to discuss any specific health needs of children. If required, health care plans and medication plans are completed in conjunction with the child's General Practitioner. Plans are kept at the service as well as at the school. Plans are reviewed annually or when required. Each child who has a specific health need has a card displayed in the kitchen with their name, when they attend and details of their health need. In addition, the service maintains a communication book for a child who has a specific health need who attends the Out Of School Hours program at the beginning and end of each day. This is because the family cannot get to the service. A communication book is used to share any relevant information between the service and family.
- The environment is designed with areas for children to engage in quiet activities if they wish. For example, an area with wicker chairs is located next to a book shelf so children can use this area and have quiet time to look at books. After lunch the children lay on mattresses for a short time and listen to stories read by educators.
- Children were consistently reminded to wash their hands throughout the day. Before children moved to the bathroom prior morning tea an educator asked the children how they should wash their hands. The children replied with 'using soap', 'rinsing hands' and 'drying with paper towel'. When children were in the bathroom they were supervised at all times by educators, who actively role modelled effective hand washing. When a group of children were moving soil and finding worms in the worm farm, the educator asked them 'what is the first thing we need to do when we finish in the worm farm?' The children replied 'wash our hands'. The educator then went on to explain to the children that they really needed to scrub their hands and clean under their finger nails. Before lunch time, a small group of children are chosen to be responsible for cleaning and setting the tables before children have their lunch.
- Preventative steps are evident in controlling the incidence and spread of infectious disease. Educators follow daily and weekly rosters for cleaning resources and the environment. During warmer months resources are cleaned more regularly to lessen the chance of any infectious diseases. If there is an outbreak of an infectious disease then parents are notified via a text message system and posters are displayed in the service outlining what the outbreak is and recommended exclusion periods. These posters are sourced from You've Got What? If a child becomes ill at the service then the family is notified immediately.
- The management of injuries and illness records are developed in accordance with recognised guidelines and the process for recording these is embedded into the everyday program. During the assessment and rating visit an educator was observed talking to a parent about a bump the child received the previous day. The educator explained to the parent that the incident had been discussed with the children involved to ensure they think about each others safety. The educator also thanked the parent for promptly signing the accident form.
- The service and school have a first aid committee and work health and safety committee who meet once a term. These meetings are to discuss health and safety as well as monitor and develop forms for reporting accidents and injuries and identify any training that may be needed.

Standard 2.1 is rated Exceeding National Quality Standard

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

Evidence for Standard 2.2

- The families provide food for their child, although the educators regularly offer cooking activities with the children. When children arrive they take their lunch box out of their bag and put it in a small locker ready for mealtimes. The service has developed a policy around nutrition, in particular, the policy only allows fruit to be provided for morning tea, and children and educators were observed eating fruit at this time and engaging in conversation about healthy foods. At lunch time children sat together in the 'cafe' area which was made up of round wooden tables and chairs so children could engage in social conversations with one another. Even though the children provide their own lunches, the service provides stainless steel bowls and plates for children to put their lunch in if they wish. Children were also provided with water in glass tumblers and throughout the day children had access to water. If on occasion a child did not seem to have enough food or a child brought something that does not fit with the nutrition policy a note is sent home to the parents. During the assessment and rating visit, children were observed eating food that was healthy such as sandwiches and fruit.
- Evidence was sighted where children have discussed healthy eating. In addition, the educators regularly engage the children in cooking activities with ingredients generally coming from the services produce garden as mentioned in standard 3.3. On the day of the assessment and rating visit the children made chai tea as mentioned in standard 1.1.
- Physical activity that builds on children's interests and development is embedded in all aspects of the program. Evidence was sighted on programs, in flow books and floor books where children were engaged in a range of physical activities to enhance their development. In addition, the service has two main play areas, one of which has another fenced area that can be accessed by the school children and children from the preschool. The service also has a frog garden with a large pond area with logs and rocks for children to explore in small groups being supervised by an educator. Children were also observed engaging in a range of physical activities both indoors and outdoors throughout the assessment and rating visit.

Standard 2.2 is rated Exceeding National Quality Standard

Standard 2.3	Each child is protected.	
2.3.1	Children are adequately supervised at all times.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
2.3.3	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
2.3.4	Educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met

Evidence for Standard 2.3

- Children were effectively supervised at all times and educators were attuned to the needs of all children to ensure their safety and wellbeing. Educators positioned themselves with small groups of children throughout the assessment and rating visit, although, they were still aware of all the children in their proximity. A group of children wanted to go to the

frog garden so an educator took a group of children, before going outside she counted the children and asked for another educator to assist as there were over 10 children.

- The design of the service has areas for group times and the toilets are away from the main play area. When the group time rooms are not in use the doors are kept closed and the lights turned off. During transition times to meals the bathroom is supervised. During other times of the day the children can access the bathroom without the supervision of an educator, although areas such as this are risk assessed to ensure the wellbeing of children is maintained at all times. During a group time two children asked to go to the toilet, the educator asked if one child could wait until the other one had finished before going to ensure that each child's safety was considered.
- Effective steps are taken to identify and manage risks and the precautions taken to protect children from hazards or harm reflect best practice. Each day the educators complete daily inspection for the outdoor areas to ensure they are safe from hazards that could cause injury. Any hazards that are identified are removed or reported to the groundsman to be fixed. If required an area will be closed off until any hazards are rectified. The service completes risk assessments and risk benefits on the play spaces and equipment to ensure children's safety and wellbeing are paramount. In addition an educator represents the service on the work, health and safety committee as mentioned in standard 2.1. The service also maintains a communication book and a maintenance book to ensure that all educators are aware of any potential risks.
- Children are involved in assessing risk and developing rules about particular areas. For example, evidence was sighted where children discussed and documented rules about safety in the frog garden. In addition, educators remind children of these rules before the area is accessed.
- Plans to effectively manage incidents and emergencies are developed and reviewed in consultation with relevant authorities. Strategies are regularly practised and implemented effectively. The service practices the evacuation and invacuation procedure twice a term. When these procedures are practised, they are documented and risk assessed to ensure they are implemented effectively. The service also has a bushfire compliance and action plan which is regularly reviewed by the Country Fire Service to ensure it is relevant and effective. Families are also sent information on the bushfire and compliance plan to ensure they are aware of the procedures to follow should there be a fire. Because of the location of the service, the whole school site will close on catastrophic fire days. All evacuation processes are discussed and evaluated as needed by the work, health and safety committee
- All educators understand their roles and responsibilities in accordance with relevant child protection legislation and they actively raise family and community awareness of child protection issues. All educators complete child protection training and in addition they discuss child protection issues during staff meetings. The school councillor, mentioned in standard 1.1 also provides training and support in matters of child protection to educators and families. Any child custody orders are maintained at the service and and school site and educators meet with families to discuss custody orders. Evidence was sighted in a staff communication book regarding a custody order that had recently been updated and all staff needed to familiarise themselves with this.

Standard 2.3 is rated

Exceeding National Quality Standard

Quality Area 2 summary

QA2 Minor Adjustment notes

QA2 Quality Improvement Plan notes

QA2 Compliance notes

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

- Yes
 No

Quality Area 2 is rated

Exceeding National Quality Standard

Quality Area 3 - Physical environment

Standard 3.1	The design and location of the premises is appropriate for the operation of a service.	
3.1.1	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
3.1.2	Premises, furniture and equipment are safe, clean and well maintained.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
3.1.3	Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met

Evidence for Standard 3.1

- The spaces within the service provide the flexibility to respond to children's individual needs, development, self-initiated play and exploration. For example, before the children arrive in the morning the educators arrange the environment with activities that reflect the program. This enables children to enter the service and choose from a range of activities to engage in which actively facilitates exploration, problem solving, creativity and learning.
- The service is purpose built and was designed incorporating large windows to allow natural light and views onto three outdoor spaces and beyond to the school grounds and neighbouring rural properties. The service has a main area for play which has direct access to the outdoor areas. In addition the environment has two separate rooms that are accessed for group times and rest times meaning that children were not required to pack up the main environment to suit routine times. These separate rooms are closed off when not in use to ensure that supervision is maintained at all times.
- The large main play space for children is designed to provide a stimulating learning environment for children that fosters their learning and development. The materials, furniture and resources in the indoor environment are designed to provide opportunities for children to engage in both quiet and constructive play. For example, the service has designed a quiet area for children to sit and have quiet time, reading books on wicker chairs. Family members were observed accessing this area when dropping off their children and sitting for periods of time reading to their children before leaving the service. The environment also was designed with a large home corner area which was defined with a large wooden arch with linen draped across the top giving it a homely feel. Another area was designed with large carpet and blocks for building and an area was provided for children to access a range of materials to use in construction and collage. In addition an area of the service was set up with small wooden tables and chairs which at mealtimes, converted in a 'cafe area', where children engaged in social conversations with one another and educators.
- The service has a separate kitchen which children cannot access, although low benches have been designed so children can access cups, water, bowls and utensils for mealtimes. In addition, the service also has a specific room where a vast range of resources are kept and rotated, an area for families to meet with educators and the bathroom is designed with a balance of being able to supervise children as well as some opportunity for privacy.
- The indoor areas have been purposefully designed with neutral colours to promote a sense of natural beauty that is calming and 'home like' for children. Each child was observed actively participating and engaging in the environment in small groups as well as having time to withdraw to quiet activities if they chose.
- Outdoor areas have been designed to provide children with a range of opportunities to use their imaginations, explore and use problem solving and negotiating skills. For example, children were observed actively engaging in a range of activities such as, gardening, harvesting ingredients for cooking, experimenting with rocks, building in small groups in the sandpit and exploring the environment with magnifying glasses. Even though the weather was cold during the assessment and rating visit, children were still given opportunities for outdoor play in each of the outdoor areas and children had free access between the indoor and outdoor environment during the day.
- The service is cleaned each day and all equipment and resources are well maintained to ensure active participation by all children at all times.

Standard 3.1 is rated Exceeding National Quality Standard

Standard 3.2	The environment is inclusive, promotes competence, independent exploration and learning through play.
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3.2.1	Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
3.2.2	Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the program and allow for multiple uses.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met

Evidence for Standard 3.2

- Outdoor and indoor spaces are designed and effectively organised to engage every child in quality experiences involving the built and natural environments. The spaces provide the flexibility to respond to children's individual needs, development, self initiated play and exploration. For example, children were observed going outside in a small group to the frog pond. Children looked under rocks, finding tadpoles and talking about their shape in regards to their development through the life cycle. Children also talked about the strange coloured moss they researched at the library as discussed in standard 1.2. Children were later observed in another outdoor area with mortar and pestles, pounding down sandstone into fine sand. In addition, as discussed previously, children experimented in the produce garden looking at worms and feeding the worm juice to the potatoes as well as gathering produce to make chai tea.
- The outdoor environment consisted of a range of natural elements such as trees, shrubs, sand, bark, logs, water features and natural challenges such as, areas that were downhill and layered that children were required to maneuver around. There were minimal man made products, only spades, buckets and other utensils for constructing in the dirt and sandpit areas. In addition the service has developed a vision for ensuring children's learning is maximised in the outdoor learning environment for 2015 which includes having access to 'intelligent materials that allow children to activate a process of research and reflection'.
- The indoor environment consisted mainly of natural furniture and resources which were designed with specific and inviting interest areas as stated in standard 3.1. Children were provided ample resources which were able to be used in a number of ways and allow for multiple uses such as, a craft area where children could gather their own resources and materials for collage or construction. During the assessment and rating visit, children had access to a large trolley that contained a variety of natural materials such as bark, leaves, wool, string and material.
- The service has a large resource room which consists of a large variety of equipment, books and resources which allows for the environment to be regularly re-arranged or adjusted to provide additional interest, variety and challenge for children.
- The resources provided for children indoors during the assessment and rating visit consisted of leaves for children to trace that had been collected from a recent walk, a reading/quiet area with wicker chairs and books, a large home corner area, drawing table, pebbles, rocks and seeds for sorting, a large area for block play, construction with natural materials and wooden puzzles.

Standard 3.2 is rated Exceeding National Quality Standard

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

3.3.1	Sustainable practices are embedded in service operations.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
3.3.2	Children are supported to become environmentally responsible and show respect for the environment.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met

Evidence for Standard 3.3

- Sustainable practices are consistently embedded in service operations and promoted in the every day program. For example, the broad focus within the service is based on sustainable practices and protecting the environment which is actively embedded in the program. The service, in collaboration with children and families have developed a plan which focuses on the preschool learning processes, pedagogies and the EYLF to assist in achieving a more sustainable lifestyle in their community. The plan has a number of clear starting points, challenges that may be faced, how the service has committed to achieving an outcome and how the service is reflecting and continually reviewing their processes.
- Evidence of sustainable practices being embedded in service operations were consistently sighted across the service and children have been actively involved in being environmentally responsible and supported to continue the program in the wider community. These practices were consistently evident in the sustainability plan for the service. For example, when

developing the produce garden the families donated produce which was called the 'garden to plate' program. In addition, a journalist from the TV program, 'Gardening Australia' worked with the educators and children to develop a garden plan to create colour, shade, a scented garden and the development of the frog pond.

- Families are invited to attend events at the service as part of the broad themes in the curriculum. One event is an 'earth family night', where families and children collect natural resources and build a house with clay together, with the intention of children and families becoming aware of sustainable futures.
- The service has developed a 'litter free' lunch box policy which has been introduced over a period of time. The policy states that children must only provide fruit for morning tea and the fruit scraps are then put in the worm farm or compost bin. Children were observed placing their scraps in the appropriate bins without being reminded by adults.
- Evidence was sighted where children and educators have discussed the importance of water conservation, particularly when using the water feature outdoors. Educators stated that water conservation is of high importance because families and children are from neighbouring farms so awareness of water conservation is very much embedded in the program
- As discussed previously the service has a large produce garden which children maintain and harvest the produce for cooking. Some of the produce consists of, potatoes, cabbage, strawberries, leeks, spinach, onions, garlic, beetroot, tomatoes, mandarines and oranges.
- The families provide recycled items that can be used by children for construction.
- Evidence was sighted where children have built and discussed the layering of the compost bin.

Standard 3.3 is rated

Exceeding National Quality Standard

Quality Area 3 summary

QA3 Minor Adjustment notes

QA3 Quality Improvement Plan notes

QA3 Compliance notes

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

- Yes
 No

Quality Area 3 is rated

Exceeding National Quality Standard

Quality Area 4 - Staffing arrangements

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

- Educator to child ratios and qualification requirements are maintained above minimum regulatory requirements at all times and the organisation of educators contributes to a high quality learning and care environment for children. As discussed previously the service has developed a new leadership model this year which was developed to ensure that the care environment for families and children supported wellbeing and a positive learning environment. Part of this model included the service funding a mentor to work alongside less experienced educators to support their development and confidence as teachers in order to provide high quality learning for children.
- Educators have regular weekly planning time as a group to discuss the needs of children and plan programs. The principal has also committed to spending planning time with the educators during this time to ensure the leadership model best meets the interests of children and families.

Standard 4.1 is rated Exceeding National Quality Standard

Standard 4.2	Educators, co-ordinators and staff members are respectful and ethical.
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4.2.1	Professional standards guide practice, interactions and relationships.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
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4.2.2	Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills and to improve practice and relationships.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
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4.2.3	Interactions convey mutual respect, equity and recognition of each other's strengths and skills.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
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Evidence for Standard 4.2

- Professional standards are embedded in practice, interactions and relationships and this promotes positive relationships and a safe and predictable environment both for children and adults. As stated in standard 1.1 the service is guided by the EYLF and Virtues Project to develop positive relationships and a safe, caring environment for children. As well as empowering children to make moral choices through the Virtues Project, educators also reflect on their own morals and virtues to determine their own strengths and areas to be developed. Evidence of these conversations were documented and displayed in the staff room where they are discussed during staff meetings.
- Educators and staff consistently demonstrated a high level of collaboration. They affirm, challenge, support and learn from each other to continually improve skills to enhance practice and relationships. For example, educators have discussed and documented their strengths and the importance of being a teacher. The mentor employed to work with educators provides support and feedback in order for less experienced educators to continually improve their skills and relationships with children. In addition, educators who have expertise in particular areas, support other educators to develop their knowledge. For example, an educator who has more confidence and experience in documentation in floor books, provides support to the other educators with their floor books.
- Educators participate in a weekly staff meeting each week to engage in professional conversations and discuss curriculum decision making collaboratively. In addition one educator from the service attends an administration meeting at the school to discuss any particular needs of the service.
- Interactions between educators consistently demonstrated mutual respect, equity and recognition of each other's strengths and skills, which promoted a positive atmosphere within the service. Educators actively supported one another by providing assistance to one another throughout the assessment and rating visit. Through conversations it is evident

that educators respect one another and recognise each others strengths. For example, an educator who has experience in policy development assists in this area and another educator who has a skill in sustainable practices supports the services sustainability plan.

Standard 4.2 is rated Exceeding National Quality Standard

Quality Area 4 summary

QA4 Quality Improvement Plan notes

QA4 Compliance notes

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

- Yes
 No

Quality Area 4 is rated Exceeding National Quality Standard

Quality Area 5 - Relationships with children

Standard 5.1	Respectful and equitable relationships are developed and maintained with each child.	
5.1.1	Interactions with each child are warm, responsive and build trusting relationships.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
5.1.2	Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
5.1.3	Each child is supported to feel secure, confident and included.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met

Evidence for Standard 5.1

- Interactions with each child were consistently warm, responsive which assisted in developing trusting relationships that promote children's sense of security and belonging. For example, the atmosphere in the service was relaxed and happy. All children were greeted on arrival and supported to engage in a number of activities that had been arranged by the educators. Educators consistently engaged all children in groups or individually in sustained conversations throughout the day about their interests, how their learning could be extended and their ideas. Educators were observed actively responding to children's needs and requests. For example, when a child requested to go to the frog garden they were given the opportunity to go to this area with a small group of children. In addition, educators demonstrated patience with children by ensuring children were not hurried to complete routines such as meal times and group times.
- Every child was consistently encouraged and supported to engage with educators in meaningful, open interactions that enhance the acquisition of skills for life and learning. Educators consistently engaged children in two way conversations. For example, an educator approached a group of children in the book area and began reading a book about rocks and fossils, encouraging the children to discuss the different rocks and what fossils are. Another group of children discussed worms in the worm farm and how different lighter coloured ones meant they were young worms. The children also discussed what happens to the food scraps that they put in the worm farm. Educators were also observed modelling reflective and predicting processes. For example, an educator talked to a child about when her mum would return to collect her. The educator asked the child to think and say what routines that would occur before her mum came back. The child and educator worked through the routines saying there would be, fruit time, mat time, lunch time then after library time it would be time to go home. This allowed the child to have some sense of the time it would take before her mum came back.
- Each child was consistently included and involved in the program and displayed confidence and security. On arrival, a majority of children and their families entered the service and engaged in activities together such as puzzles or reading. Educators warmly greeted children and their families on arrival and engaged in conversations. In addition, the school counsellor regularly visits the service to meet children and families to assist in building relationships with them to ensure families and children have confidence in approaching her with any issues or concerns.
- A child who showed signs of having anxiety when separating from her parent, was supported by an educator to help with setting up activities in order to help her develop her sense of security in the environment and to feel comfortable.
- Children were observed demonstrating a sense of belonging in the service through their interactions with educators and one another. For example, children confidently approached educators for support and communicated their needs for assistance such as gathering resources or requesting to go to the frog garden. Similarly, the educator's showed respect and displayed genuine interest when interacting with children, including acknowledgment of children's efforts and achievements.

Standard 5.1 is rated Exceeding National Quality Standard

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

5.2.2	Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
5.2.3	The dignity and rights of every child are maintained at all times.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met

Evidence for Standard 5.2

- Children were consistently observed participating in play experiences together and developing friendships, collaboration and problem solving together. For example, children were observed playing in a small group building wooden block towers together working collaboratively to ensure that the tower did not fall down. Another group of children shared magnifying glasses to inspect worms in the worm farm discussing which worms were adults or babies.
- Evidence was sighted where children are actively and consistently engaged in ongoing collaborative processes that involve research, planning and problem solving such as, researching in the library to discover a name for the orange coloured moss that covered a log in the frog garden. In addition, displays and programs showed evidence that children have discussed healthy foods and collaborated on decisions about providing litter free lunch boxes. On the day of the assessment and rating visit children were also engaged in a group cooking activity which including discussing and smelling different ingredients together when making chai tea. The children then drank the tea in the afternoon.
- Each child was consistently encouraged and reminded to manage their own behaviour and to think of others and communicate effectively. For example, when the children went to the frog garden, they engaged in conversations about the group rules when in the garden such as, not running, not to lift the rocks and not to go in the water. Similarly when a group of children went to the produce garden the educator reminded children not to run or climb the steps that had been decided were out of bounds for safety reasons. When the children were in the produce garden, one child climbed on the steps. The educator reminded the child of the rules and asked that he remember to stay off the steps as they could pose a risk if he fell.
- When one child arrived, an educator approached the parent regarding an accident that had happened the previous day where the child received a bump on their head. The educator explained to the parent that although it had been an accident, the children involved, including the injured child had discussions with educators about staying safe, managing behaviours and communicating with one another effectively.
- The dignity and rights of children were maintained. For example, children were acknowledged when making positive choices and working collaboratively with other children. When children did require re-directing, the educators used calm tones and were at child level.
- As stated in standard 1.1, during group times and at rest time, some children became distracted and educators needed to remind children to keep their attention on the game or book. Some children were told that they would not be able to sit with the same children a later time if they didn't cooperate and some children were supported by other educators to focus their attention. For example, a child who was distracted was invited to come and play a role of the 'mouse' in a group game in order to maintain his interest.

Standard 5.2 is rated Exceeding National Quality Standard

Quality Area 5 summary

QA5 Quality Improvement Plan notes

QA5 Compliance notes

For Quality Area 5, is there an unacceptable risk to the health, safety or wellbeing of children? Yes No

Quality Area 5 is rated Exceeding National Quality Standard

Quality Area 6 - Collaborative partnerships with families and communities

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

Evidence for Standard 6.1

- There is an effective enrolment and orientation process based on active communication, consultation and collaboration that supports all families. For example, the process for enrolment begins in term three the previous year when notes are sent home to families seeking if siblings of school children are interested in attending the preschool. A flyer and advertisement in the newspaper is also submitted notifying families of vacancies. The service offers an orientation evening where a slide show provides families information on enrolment, the preschools routines, information about the school and The Virtues Project. Families are provided with information on the service philosophy as well as expectations of the service. In addition, the orientation provides opportunities for families and educators to discuss individual children's needs such as session times, accommodation of needs such as being with other family members, and any allergy or health needs of the child and how these will need to be accommodated. Families also receive a detailed enrolment package that contains information about the service and forms requesting information.
- The children transition into the service during term four and have at least two transition visits during pupil free times so educators have ample time to develop relationships with each child and their family. During first term, when the children start at the service, the children and families are invited to attend a picnic to welcome them to the service. The principal stated that orientation into the service will be tailored to fit the needs of the family, particularly if families cannot attend the initial orientation evening. In addition, invitations are extended to families to continually talk to educators to develop lines of communication during orientation.
- Families are offered a range of opportunities to be actively involved and are encouraged to significantly contribute to service decisions. For example, as stated above families are encouraged to provide information regarding their child's individual needs during the enrolment process to enable educators to begin building strong relationships with children. As stated in standard 7.1, the service is managed by a governing council and families from the preschool sit on this council. The governing council's roles and responsibilities include updating policies and procedures and setting fees and budgets for the service. To ensure parents have input into the development of policies, a parent policy committee has been appointed solely to review policies and procedures. When the parent committee reviews policies they then ask other families for feedback by providing information in the preschool foyer. Once this is completed the governing council ratify the changes. The principal stated parent involvement is high within the service. In addition, the service provides surveys to families to evaluate the effectiveness of the services operations. Any feedback is referred to and considered by the governing council.
- Evidence was sighted where families are actively invited to share their skills and experience with children in the form of cooking activities, sharing cultural experiences as mentioned in standard 1.1 and assisting with maintenance tasks. In addition, the families have provided significant support in the garden to plate program mentioned in standard 3.3.
- Comprehensive and current information about the service is provided to families in an accessible format. For example, the service provides a newsletter every three weeks for families that outlines the broad theme for the term and activities the children have been involved in. The main theme for term two is around the earth, therefore the newsletter contained a range of information and photographs on children's learning in 'exploring our world'. In addition to this, the newsletter also provides families reminders on upcoming important dates such as the earth night evening and parent teacher interviews.
- There is comprehensive information about The Virtues Project located in the foyer which explains the philosophy and different virtues associated with the project to assist families in having an understanding how this fits within the curriculum. Also located in the foyer is information regarding policy development, the program and the management structure of the service. In addition, the families access and contribute to their child's flow book and displays of children's work are visible throughout the service.

Standard 6.1 is rated Exceeding National Quality Standard

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

Evidence for Standard 6.2

- The expertise of families is actively sought and valued and they have opportunities to share in decision making about their child's learning and wellbeing and contribute to the service program. The program is displayed in the foyer for families to view. In addition, an area of the program also asks that families contribute their ideas and thoughts so educators can use this feedback when delivering the program.
- Evidence was sighted where families have active input to their child's flow book. Families share family events and activities that happen at home by adding photographs and documentation on what happened. Educators then use this information from families when developing the curriculum.
- The service offers regular opportunities for families to attend parent/teacher interviews so families and educators have uninterrupted time to discuss each child's development and strengths. Parents and educators work collaboratively to ensure that agreed decisions and goals are developed to best meet the needs of each child. During the assessment and rating visit, educators were observed actively engaging in conversations with families to support children's wellbeing. For example, an educator was observed encouraging a parent of a child who appeared to have separation anxiety to join in group time to assist their child settle into the service. In addition, a communication book is maintained for a child who attends the service whose parents, due to work commitments are unable to drop off or pick their child up from the service.
- Current information about community services and resources is provided in a variety of accessible forms to all families to support family wellbeing. For example, as mentioned previously the school and preschool have a counsellor who is employed to support family wellbeing. The counsellor actively attends the service to greet families and children as well as joining in the morning group time. Information on counselling services are covered during the enrolment process.
- In addition, in the foyer of the service, folders, posters and pamphlets have been made available to families relating to dental care, psychology services in the area, road safety information, Hills Community Health Services, food safety and Parenting SA pamphlets. The service also offers a playgroup which is held in the school once a week.

Standard 6.2 is rated Exceeding National Quality Standard

Standard 6.3	The service collaborates with other organisations and service providers to enhance children's learning and wellbeing.
6.3.1	Links with relevant community and support agencies are established and maintained. <input checked="" type="radio"/> Met <input type="radio"/> Not Met
6.3.2	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities. <input checked="" type="radio"/> Met <input type="radio"/> Not Met
6.3.3	Access to inclusion and support assistance is facilitated. <input checked="" type="radio"/> Met <input type="radio"/> Not Met
6.3.4	The service builds relationships and engages with their local community. <input checked="" type="radio"/> Met <input type="radio"/> Not Met

Evidence for Standard 6.3

- Links with relevant community and support agencies are well established and maintained consistently. Summit Health are a healthcare practice in the local area and they provide regular visits to the service in regards to providing support and counselling. In addition the services uses and maintains the support of local dental and Child and Youth Health services to conduct child health checks. The service also has processes in place to refer children and families to early intervention agencies such as a behaviour coach, disability coordinator and speech therapist. The school counsellor also actively supports families to make contact with appropriate support services to meet their needs.
- Continuity of learning and transitions for each child are systematically promoted by sharing relevant information, clarifying responsibilities and building collaborative strategies with relevant stakeholders. As mentioned previously, the transition into the service is tailored to meet the individual needs of each family and transition visits to the service occur during pupil free days when educators are able to develop strong relationships with each child. In addition, the service has a 'Transition to Belonging' policy which outlines the importance of using collaborative approaches between families, children, educators and teachers to ensure children develop a sense of belonging when transitioning to school, not just at the end of the year but throughout the entire year. The policy incorporates a time line which includes planned visits by junior primary teachers to the service to meet children, informal transition through use of shared play areas, shared staff meetings to discuss the needs of individual children and orientation meetings and school tours with families. Once children have commenced reception, a meeting is planned with families and educators to exchange information about how children have integrated into school.
- Inclusion and support assistance is consistently facilitated, ensuring each child is able to participate fully in the program. As mentioned previously the service employs a counsellor to provide ongoing support and referral services for families in a range of areas such as mental health, behaviour, speech therapy and occupational therapy. The service actively works collaboratively with families and professional support agencies to ensure that the environment and routines effectively facilitate the needs of children. In addition, programs for individual children devised by other support agencies are used to inform the program offered at the service.
- The service establishes effective relationships and actively engages with their local community. For example, the service invite the local community to be involved in the program such as, an Indigenous group attend the service to engage the children in story telling and cooking experiences. The service is also in the process of collaborating with a local Elder to develop a name for the service that fits with community and is related to children. A local artist visits the service and the children have worked alongside this person painting canvases and chairs at the front of the service. In addition, the service and school is visited by Tibetan Monks each year which compliments The Virtues Project in regards to children learning about peace and the Tibetan culture. On the day of the assessment and rating visit, a local community member visited the service to finish making a doll for the service. This community member had visited numerous times and during each visit and encouraged the children to participate in the process of making the doll. The service also actively utilises local businesses in the area such as, furniture shops to provide wood offcuts and saw dust to be used in construction, a local hardware store for nails and seedlings and the local men's shed to assist in fixing toys.

Standard 6.3 is rated Exceeding National Quality Standard

Quality Area 6 summary

QA6 Minor Adjustment notes

QA6 Quality Improvement Plan notes

QA6 Compliance notes

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

- Yes
 No

Quality Area 6 is rated Exceeding National Quality Standard

Quality Area 7 - Leadership and service management

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

Evidence for Standard 7.1

- The service has well established governance arrangements, which are regularly reviewed and contribute to the effective management of the service. The service is managed by a governing council who meet regularly to discuss the needs of the school and service. The principal stated that she provides a report regarding the preschool at each meeting. The council is made up of families, some of which attend the preschool. As mentioned previously, the service had developed a new model for leadership in 2015. This model is actively evaluated to measure it's success by the principal, governing council and educators.
- The induction of educators and staff is comprehensive and contributes to sustained quality relationships and environments that facilitate children's learning and development. Before any new employee commences at the service they are given a welcome letter and are invited to meet educators. New employees are given a staff handbook which outlines the services expectations, routines and administration requirements. New educators meet with the principal to discuss their strengths and about what they bring to the service. This is documented and forms the beginning of the educators personalised learning plan. During induction there is a checklist of all areas that need to be covered with new employees. In addition to this the principal meets with the new employee after they have commenced their employment to ensure they are settling into their role and any support they may require. Relief staff have a slightly different induction. The service maintains a folder that contains the expectations of the service and information on each child's learning they will need to consider whilst they are at the service.
- The service's leadership model and collaborative decision making consistently supports the continuity of educators which results in the establishment and maintenance of secure relationships with children. The principal stated that all decisions in the service are discussed with educators and each has some level of responsibility in the leadership model. Most educators have been at the service for a number of years and their own families have used the service.
- The principal is the educational leader for the service and she establishes goals and expectations for teaching. The principal stated that, although she is the educational leader, the development of the curriculum is a very collaborative process where everyone is involved. For example, the service researched the benefits of developing flow books before it was decided that they would be used to record children's learning. Also, educators that have more experience in the use of floor books, support other educators to use them pro-actively.
- All educators have a relevant history assessment. These assessments are regularly monitored to ensure they are current.

Standard 7.1 is rated Exceeding National Quality Standard

Standard 7.2	There is a commitment to continuous improvement.
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7.2.1	A statement of philosophy is developed and guides all aspects of the service's operations.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
7.2.2	The performance of educators, coordinators and staff members is evaluated and individual development plans are in place to support performance improvement.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
7.2.3	An effective self-assessment and quality improvement process is in place.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met

Evidence for Standard 7.2

- The philosophy was originally developed by the previous coordinator and the staff team. It was developed through educators discussing their core beliefs as statements and documenting actions to support these beliefs. The philosophy statement has been reviewed in the last 12 months in collaboration with educators and the governing council and it was determined to still be relevant and accurately reflect educator beliefs and practices. The educators sourced information from the Code of Ethics to assist them in the review. From observations during the assessment and rating visit, it was evident that the philosophy consistently guides all aspects of the service's operations.
- The educators participate in regular evaluation of their performance, which as mentioned in standard 7.1, begins on an educators induction in the form of a personalised learning plan. The learning plan is completed each term and educators document their aspirational goals, reflection of their performance, evidence of their performance, feedback from a meeting with the principal and actions for improvement. Educators use the resource Respect, Reflect, Relate to assist them in the reflections of their performance. The principal stated that information on the personalised learning plans then connects to the services priorities for continuous improvement.
- The service quality improvement plan (QIP) has been developed in collaboration with educators and is reviewed during each fortnightly staff meeting to ensure ongoing service improvement. Educators discuss areas that need to be strengthened and their areas of strength. In addition, the service also considers parent feedback from surveys and feedback from family evenings and includes this feedback in the QIP. The QIP is reviewed at the end of term four and a new QIP is developed ready for term one.

Standard 7.2 is rated

Exceeding National Quality Standard

Standard 7.3	Administrative systems enable the effective management of a quality service.	
7.3.1	Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
7.3.2	Administrative systems are established and maintained to ensure the effective operation of the service.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
7.3.3	The Regulatory Authority is notified of any relevant changes to the operation of the service, of serious incidents and any complaints which allege a breach of legislation.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
7.3.4	Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
7.3.5	Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met

Evidence for Standard 7.3

- All records and information are stored appropriately in a locked office. The school finance officer ensures that records and information are archived and maintained in line with legislative requirements.
- The finance officer in the school is responsible for all booking and billings and preparing budgets for the preschool to ensure effective running of the service and to ensure educators spend their time with the children. The development of the budget takes into account continuous improvement for the service. For example, funding for the mentor educator.
- The service is aware of their requirements to notify the regulatory authority to any relevant changes to the service, of serious incidents and any complaints that allege a breach of legislation.
- The service has a documented grievance procedure which is discussed with families on enrolment and is available on the school website. The principal stated that she actively asks families to come forward if they are having any difficulties to ensure that any issues are followed up and addressed in a timely manner. Any grievance brought forward is documented, investigated and feedback given to the family concerned. The principal stated that during the investigation process, case notes are taken and the family will be invited to attend an interview both to discuss the grievance as well as giving families an outcome. In addition, the school councillor can assist with speaking with families if there is a grievance.
- Service practices are based on effectively documented policies and procedures that are readily available at the service and reviewed and evaluated regularly in partnership with educators, management and families. The policies are reviewed every 12 months or when required. The process of the review includes notifying families via newsletter and information in a communication booked kept near the sign in and out sheet. Families are asked to provide feedback on policies which are then reviewed by the parent committee. During the last review, the parent committee met once a fortnight to review all policies and procedures. Educators also provide feedback during policy review before they are ratified by the governing council. If a policy is changed, families are notified in writing.

Standard 7.3 is rated Meeting National Quality Standard

Quality Area 7 summary

QA7 Minor Adjustment notes

QA7 Quality Improvement Plan notes

QA7 Compliance notes

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

Quality Area 7 is rated

Exceeding National Quality Standard

Assessment and rating summary

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

Summary comments

Minor Adjustment notes summary	
Quality Area 2	<input type="text"/>
Quality Area 3	<input type="text"/>
Quality Area 6	<input type="text"/>
Quality Area 7	<input type="text"/>

Quality Improvement Plan notes summary	
Quality Area 1	<input type="text"/>
Quality Area 2	<input type="text"/>
Quality Area 3	<input type="text"/>
Quality Area 4	<input type="text"/>
Quality Area 5	<input type="text"/>
Quality Area 6	<input type="text"/>
Quality Area 7	<input type="text"/>

Compliance notes summary	
Quality Area 1	<input type="text"/>
Quality Area 2	<input type="text"/>
Quality Area 3	<input type="text"/>
Quality Area 4	<input type="text"/>
Quality Area 5	<input type="text"/>
Quality Area 6	<input type="text"/>
Quality Area 7	<input type="text"/>