



Australian Children's
Education & Care
Quality Authority

File ref:
(if applicable)

National Quality Standard Assessment and Rating Report

Service name Toybox Community Childcare Centre

Service approval
number SE-00011062

Provider name Lower Eyre Peninsula Community Child Care

Provider approval
number PR-00006195

Assessment & rating
number ASR-00009010

Report status Final Report

Date Report
Completed 24/12/2014

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

Chantelle Sugden

Educational leader

Ellie Chaplin

Responsible person

Chantelle Sugden

Primary contact for assessment & rating

Chantelle Sugden

Quality Improvement Plan date received

31/10/2014

Visit

Date Arrival Departure No. of children in attendance

Authorised officer

Name

Name

Further information (if applicable)

The service is a community based child care service which is located in a large rural town. The service has had several changes in leadership over the last year with the current director having only been appointed to the role in the last four months. The director had been employed on a casual basis for several months before taking on the position of director at the service.

The service is sectioned into three age groups which consist of the kindy room, toddler room and baby room. The building is located on a large sloping block with a lower and upper section of the outdoor area for children to play in. The lower section of the block is in the process of being landscaped with a focus on natural environments being considered in the development of this area.

The service currently has a waiver in place for an early childhood teacher however there is an educator

employed by the service who meets the teaching requirements of another jurisdiction, but does not fit the requirements for South Australia.

Quality Area 1 - Educational program and practice

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

Evidence for Standard 1.1

- The programs observed consisted of practices from educators which were consistent with promoting the principles and outcomes for children from the Early Years Learning Framework (EYLF).
- The service focuses on the outcomes for children when planning and several educators stated, when talking about how the programs are planned for children, that several outcomes could be promoted and identified for a child from one experience. Documentation sighted showed evidence of this in the evaluation of experiences with links to several learning outcomes written on programs and plans from individual learning experiences offered.
- Individual portfolios for children are available for families with information about the learning that had been documented within the service's programs for each child. Photographs were displayed throughout the service of children engaged in play experiences. Information about the program was communicated to families in newsletter articles, on the service's social media page and through floor books which captured educators' reflections of the play children had been involved in.
- A diverse range of experiences are offered for children with large amounts of uninterrupted play allocated within the program for children to explore the resources. This included sensory experiences such as children helping to plant vegetables in large boxes of dirt and water. Large and small construction materials were available with many creations seen being made by children including houses and planes for children to engage in role play experiences with each other. A diverse range of art and craft materials were on offer for children which resulted in many children making their own fascinators after seeing their mothers wearing these in the morning before going to Melbourne Cup functions. Large muscle development was promoted within the program with the use of balls being offered in all rooms, children were able to dig in the dirt, sandpit and in a large tractor tyre filled with gravel. Various forms of movable climbing equipment for children to climb were placed throughout the environment. Music and books were offered through a range of spontaneous and planned experiences. Educators were seen singing to children as they engaged in experiences with them along with recorded music played on other occasions. Books were heard being read by educators with children encouraged to name objects and answer questions. Many opportunities for children to engage in role play were observed such as an educator taking out a doctor's kit after children had been talking with her about their recent immunisations.
- Educators were heard consistently speaking with children throughout the course of the day. They were heard assisting children to recall family events such as asking children about recent holidays or talking with them about the children's siblings. As in the examples above, these conversations with children supported educators to extend the program offered to children through resources incorporating children's ideas and interests and through the questioning used by educators to extend on the learning happening within play experiences.
- Children were seen being supported to participate in the program. For example when a child who was still settling in at the service became distressed, educators were seen comforting the child by taking him by the hand and sitting with him at different experiences. They engaged in conversations with the child despite the fact he was upset and role modeled to the child how to use resources. They continued to sit with the child until he became actively engaged in the experience.
- Children's requests were acknowledged by educators. When a child asked to practice hulla hooping, an educator sourced a hoop for the child. A child's recent interest in jumping was promoted with an educator clearing an area for him to jump

off a step. An educator was observed sitting with a group of children reading books they had chosen asking questions about the pictures in the book.

- The service has recently restructured their routines to incorporate ongoing mealtimes for morning tea and afternoon tea. Agency for children has been the focus of the restructure of these mealtimes as educators stated that the routine changes allowed children a choice of when to eat and when to play. Children were seen coming over to eat when they wished with educators monitoring the meal area and ensuring that food was available for all children. Routines were used as learning experiences in all rooms with children seen washing their own plates, being encouraged to feed themselves and serve their own food.
- As stated in the service's Quality Improvement Plan (QIP), the service has been focusing on flexible transitions for children with a focus on the routines reflecting the needs of the children. Observations taken on the assessment and rating visit clearly demonstrated this. Recently the toddler room had began to utilise a room located across the hall from their main play area. This area was used for children to eat lunch in and as an area for children who did not require a rest, to engage in quiet play experiences without disrupting the other children who did rest in the middle of the day.

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

- A variety of strategies are used to document, plan and evaluate children's learning in the programs. A fortnightly plan of the program was displayed in each section highlighting experiences for individual and groups of children. This was linked to the EYLF outcomes. Each child had a portfolio which contained individual learning plans, information sourced from families, group learning stories and art work. Educators explained that children were placed in focus groups to ensure that all children were observed on a regular basis.
- The programs offered for children provided a diverse range of experiences for children, with child initiated ideas incorporated in the program such as children being given additional feathers to make fascinators when they showed an interest as previously mentioned in standard 1.1. There were also adult led experiences with child input. This was seen when an educator engaged a group of children in planting vegetables, giving a camera to the children to take pictures of the experience.
- The QIP of the service stated that the service is currently expanding the knowledge of all educators in planning to ensure each educator at the service gives input into the planning for children. Whilst the plans in place for children clearly showed the outcomes of EYLF guiding the development of children, at times documentation sighted indicated that opportunities for extensions and further learning of children were not always promoted by educators. It also appeared that opportunities for follow up experiences for children's learning were not always considered in future planning. Through conversations with educators it was evident that the service had recognised this as an area needing further development in the planning of programs. This was being addressed by the educational leader although there were many examples observed of how observations of children by educators were spontaneously acted on. Educators were seen sourcing additional resources to extend children's play and using open ended questioning to extend children's thinking.
- The individual planning template had only been implemented at the service recently. To assist educators in using the template the following heading were used to explain the information needed for planning for children; observation (what you saw), interpretation (what happened), future experiences (how to respond to the learning), future planning needed (whether it was achieved) and evaluation (follow up).
- Educators consistently extended children's learning. When children in the kindy room made a trail of footprints out of play dough, an educator asked the children where the trail stopped. The children talked with the educator about the need to make a sign to show when the trail stopped. The educator discussed with the children what colours the sign may be with children discussing using the colours of traffic lights. This extended into a discussion about what materials they were

going to use to make signs. Another example was in the baby room when a child pointed to a flying dinosaur and said bird, the educator said to the child 'That is a dinosaur'. She then looked in the book to show the child other examples of flying dinosaurs and placed the page next to a picture of a bird comparing the two using simple language to show the child the difference.

- Educators use floor books to capture the experiences and programs offered for children. These are reflected on by educators when they are devising a new program plan. Staff meetings are seen as opportunities to discuss the programs and practices. Through these discussions, strategies are put together such as the use of ongoing mealtimes to enhance the programs offered for children. Each room has a diary where educators communicate to each other about the programs and children on a daily basis.

Standard 1.2 is rated Meeting National Quality Standard

Quality Area 1 summary

QA1 Quality Improvement Plan notes

It is recommended that the service continue to implement strategies to ensure that all educators are involved in and have knowledge of documenting, planning for and evaluating each child's learning.

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 Meeting 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

- There were multiple strategies used by the service to ensure that all children's health needs remain up to date at all times. Notices were hand written on a white board located at the entrance way to the children's rooms informing families to provide up to date information about children's health needs. Notes are sent out to families with children with known allergies on a regular basis to ensure this information is kept up to date. Also educators were heard discussing with children their individual health needs. When a child said to an educator 'its okay if I have this sunscreen', the educator said 'I will follow up that with mum when she picks you up'.
- There were clear signs made up for children who had additional health needs located in areas that could be easily accessed for educators. These signs used picture as well as written information to highlight relevant information about the health needs of children. The set up of these signs appeared to allow easy determination of health care information very quickly by educators.
- Children were given the opportunity to take responsibility for their own health needs. Tissue stations were seen set up for children in the toddler and kindy rooms. These stations consisted of a box of tissues, bin and mirror for children to use when wiping their noses. These same stations were also seen used by children when they were applying sunscreen.
- There were a large amount of allocated resources for children to use to assist with rest and relaxation routines. This included areas set up throughout all of the sections both inside and outside which promoted quiet play consisting of a variety of different textured cushions, matting and resources which promoted quiet play, a large sleep area for children in the babies room, bedding, stretcher beds and cots for children to rest on.
- As previously mentioned in standard 1.1, routines and room structures had recently been reviewed to facilitate effective rest and quiet play for children. The service has recently began to utilise areas attached to the main play areas for children as quiet areas with resources in these areas to facilitate quiet play and rest.
- Children were encouraged to be involved in hygienic practices undertaken at the service including children being involved in the washing of toys, washing their hands and helping to clean up after meals.
- Cleaning procedures were seen displayed throughout the service to ensure that hygienic practices were consistently promoted throughout. There were procedures on how chemicals were to be used in the service and cleaning registers for the bathrooms which were seen being followed, as well as toy cleaning registers.
- Preventative steps were evident in controlling the spread of infectious diseases. One of the embedded practices seen to assist with this was the service noting in a communication book whenever children were sent home and did not attend the service due to an illness. This log identified to educators when children had been unwell and reminded educators to follow up with families the reasons for the child being absent.
- Families are notified of infectious illnesses that had been identified as being at the service. This was done through displaying information for families from the recognised resource 'Staying Healthy in Childcare'.
- Procedures are in place for dealing with accidents and injuries and all injuries to children are documented and families are informed. As part of this procedure, educators risk assess the potential for further hazards which may harm children and rectify any issues identified.

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 service is a lunch box service but does provide afternoon tea and morning tea for children each day. These snacks are comprised of a variety of healthy foods for children which were identified on the menus that were displayed.
- Healthy lunch box meals for children are promoted through a variety of ways. Photographs suggesting different foods which could be placed in lunch boxes which were displayed near the children's lockers. The service is working in conjunction with a dietitian to devise a cook book for families. Codes will be placed on foods to indicate when they are 'lunch box' friendly.
- Children had access to drinking water in both the indoor and outdoor environments.
- Educators were heard discussing food with children as they sat with the children at meals times. This included conversations about where food came from and also asking children for suggestions about how food should be served. When an educator sat with a group of children cutting up bread to eat with dip, she was heard talking to the children about what the bread should be served in and what way she should cut it.
- The outdoor environment had multi leveled terraces for children to play on. This was due to the slope of the block that the service is situated on. During the recent upgrade to the lower part of the outdoor area, the director stated that the service has made a conscious decision to incorporate steeper sloping paths for children to negotiate to promote balance and the physical development of children.
- There were open areas for children to play in the outdoor environment as well as other spaces within the outdoor area with resources for children to explore promoting physical development.
- Children are involved in helping to set up the outdoor area and were seen informing an educator about how the climbing was going to be set up for the day. Educators said that all children were given opportunities to assist with setting up the outdoor environment.
- Educators were seen encouraging physical play through providing resources when requested by children and engaging in physical activities with the children. Educators were seen digging in the sand pit and playing ball with children. As previously mentioned when a child wanted to practice hula hooping, the educator and child went over to the shed to find the best hoop for the child to practice with.
- There were frequent opportunities for children in the over two sections to be able to move freely between the indoor and outdoor environment for large periods of the day. Documentation of planning in the baby section also indicated that children from this section had many opportunities to engage in play in the outdoor environment.

Standard 2.2 is rated	Exceeding National Quality Standard
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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
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Evidence for Standard 2.3

- Educators were often heard discussing their whereabouts within the environment with each other. They spoke to each other when they needed assistance with supervising children in an area and about when they were leaving the area they had been supervising. Discussions between educators were also heard around identified risks there were within the environment for children and the children's abilities to negotiate these risks.
- Steps had been put in place to assist educators in the supervision of the environment. This included how the furniture was placed in the rooms, discussions as a whole educator team as to where educators were to be always positioned in the environment to ensure children were always effectively supervised at all times and physical structures placed in the environment to assist with supervision which included a fence placed to divide the upper and lower outdoor areas.
- Potentially unsafe equipment and areas within the service was unable to be accessed by children.
- Sun safe practices are implemented at the service. Children were seen being assisted to put on their own sunscreen. Educators were heard discussing the sun safe policy with children.
- The service has an outdoor safety checklist with a range of questions written on it for educators to answer when they review the outdoor areas before allowing children to use them.
- All accident and injury forms for children have on the back of the report a risk assessment that educators fill out to assist with identifying any future risks that may occur from what had happened when a child was injured. The assessment also makes reference to risk benefits that may be associated with the risk.
- Emergency procedures were displayed and a list of emergency contact telephone numbers were also placed on display near the telephones in each room.
- All emergency procedures have recently been reviewed by the director with input from the educator team. A list of scenarios are used by the service to practice emergency procedures which included having a snake in the yard and a bomb threat made to the service.
- Information about child protection and the role of the community was seen displayed in the hall way of the service for families to sight. There is also information about child protection in the parent library.
- The director stated that all staff had been trained in Child Safe Environments. She said that they were aware of their responsibilities in reporting abuse and neglect of children. The service documents any concerns that are seen and this information is stored confidentially. This information has also been used by the director to support families with extra supports from other agencies in the past.

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 service was comprised of three main play rooms for children. The babies room has a small room attached to it which is now being used as a quiet play space for children. Attached to this small room is a large sleep room. The toddler room utilises a room across the hall along with the main play room. The room located across the hall is used as a meal area and quiet play space for children. In the kindy room alongside the main play room there is also a smaller room that is utilised by the children as a quiet play room during the day.
- As previously mentioned the service is located on a sloping site. There was an upper and lower terrace in the outdoor area. Both areas had incorporated different textures for children to explore such as sand, dirt, bark, gravel, grass and rocks.
- There were sufficient resources and equipment for children in all sections in both the indoor and outdoor areas of the service. These were appropriate in size.
- As previously mentioned in standard 2.2, there were large spaces created for children to explore equipment. Additional areas to the main children's play areas indoors had recently been utilised to facilitate quiet play spaces for children. These rooms had previously only been used as children's sleep areas.
- Large trees provided shade in the lower children's yard and shade structures had been erected in upper sections of the outdoor area to provide shade. Verandahs were attached to the building with educators stating that these areas were able to provide play spaces for children outdoors in wet weather.
- Children were able to move freely between the indoor and outdoor areas of the service and there was direct access to toileting and bathroom facilities from the indoor and outdoor environments.
- The kindy and baby rooms had areas allocated within the room for food storage which included refrigerators for families to place packed lunches inside. The toddler room had access to these facilities. These areas appeared clean and well maintained.
- Indoor and outdoor areas had allocated spaces for storage both in the rooms and in allocated 'store rooms'.
- The service is cleaned each night by contract cleaners and educators cleaned bathrooms and other areas of the service regularly throughout the day.
- The facilities of the environment have been adapted for children with additional needs. Funding through a grant for a child who is in a wheelchair had been used by the service to provide a ramp for the child to access the lower yard.
- The service had a large staff room with an area off to the side for educators to use for administrative tasks. There was an office area used by the director and a administration desk located by the entrance used by the service's administration officer.

Standard 3.1 is rated Exceeding National Quality Standard

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

3.2.2	Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the program and allow for multiple uses.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
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Evidence for Standard 3.2

- There were sufficient amounts of furniture and equipment throughout all the sections of the service. A diverse range of resources were seen available for children to engage in. This included resources for quiet and active play along with shelving with equipment placed on it for children to choose from.
- Provisions were made for turn taking of resources. Multiple numbers of the same resources were seen being made available for children. Alternative resources similar to other equipment already in use were made available in instances when there were no additional resources. When two children were seen pulling at a car, an educator was seen finding an alternative car for one of the children. Other strategies were used to facilitate turn taking with older children such as a timer being used to ensure all children were able to have a turn of a doctors play set and given the opportunity to take on the role of the doctor when role playing hospitals.
- The older children were seen being able to move freely from the indoor and outdoor areas of the service for large periods of the day. Whilst the younger children in the baby room were not seen freely accessing both the indoor and outdoor play areas simultaneously. Through discussions with the leadership team of the service and through documentation sighted it was evident that the baby room did often run programs for children in the indoor and outdoor play areas.
- Spaces were arranged to ensure experiences did not interfere with each other. As previously mentioned additional spaces had been adapted to use as additional areas for children to play in. This allowed for quiet play areas in all sections of the service. The design of the over two outdoor area had a top and bottom area which enabled children to source a range of resources in a diverse range of environments such as paved areas, grassed spaces, sand and dirt areas, wooden decking areas and a bark chip area. Children were seen using the resources in different ways depending on the area the equipment had been placed in. Home corner equipment was seen being used in a variety of ways in the upper play areas where there was a large decking area and paved space, and in the lower yard area where children were incorporating natural materials into their play in the sand pit and under the large trees in this area.
- The environment and resources were adapted to accommodate children's interests. Additional feathers were sourced for the making table when children wanted to make facinators, a doctors kit was sourced after a child had a conversation with an educator about their recent trip to see a doctor for their immunisations and additional books were sourced for a group of younger children when the children showed an interest in naming animals in a book the educator was reading.
- The indoor and outdoor environments enabled children to engage in a range of open ended sensory experiences. The outdoor area had a range of areas that promoted the exploration of natural resources as previously mentioned. The indoor play areas also had a range of natural resources which included natural materials collected from the outdoor area for children to explore indoors, tree stumps to sit on and use in play and other materials such as sand and water for children to use.

Standard 3.2 is rated	Exceeding National Quality Standard
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Standard 3.3	The service takes an active role in caring for its environment and contributes to a sustainable future.
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3.3.1	Sustainable practices are embedded in service operations.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
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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
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Evidence for Standard 3.3

- Sustainable practices were seen embedded in the daily practices of the service. Lights were turned off when rooms were not being used. There were recycle bins in each of the rooms to collect paper products and food scraps were collected at mealtimes.
- Sustainable practices were seen being discussed with children. In the toddler room an educator was seen planting vegetables with a group of children and discussing with the children the benefits of growing their vegetables. In the kindy room, children were heard discussing with an educator where the scraps from meals were going. They discussed how the food scraps were used to feed a family's chickens.
- Games for children promoting recycling were sighted in the kindy room. Children were also seen watering the vegetable garden and caring for tadpoles where educators displayed information for children about the life cycle of a frog.

- The service had put thought into the plants that had been sourced for the outdoor areas of the service. Drought resistant plants had been planted as part of the recent upgrades to the outdoor area.
- There was a strong focus on up-cycling at the service. An old sink had been placed by the sandpit in the older children's play area to place water in for sand play. Logs had been sourced from trees that had been cut down and used in the children's play environment. Donations of boxes and containers brought into the service are used by the service for art and craft experiences.
- The service considers the amount of consumables used and strategies are in place to decrease the amount needed at the service. They had also sourced biodegradable products and chemicals.
- The service had recently highlighted sustainable practices in the service's strategic plan and there are future plans to look at placing solar panels on the building, provide additional spaces to hang washing out to dry and have a worm farm at the service.

Standard 3.3 is rated Meeting National Quality Standard

Quality Area 3 summary

QA3 Minor Adjustment notes

QA3 Quality Improvement Plan notes

QA3 Compliance notes

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

Yes

No

Quality Area 3 is rated 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

- The educator to child ratios were maintained at all times and were seen to exceed the regulatory requirements. The Governance Committee has committed to increasing educator to child ratios steadily to ensure that the ratios reflect the future requirements of the national regulations.
- Each section has been allocated over three hours non contact time to inform the programs for children. This time is shared between educators in each of the teams for the purpose of planning future programs for children.
- The way in which the educators were organised throughout the environment enhanced the learning of the children. Educators were seen engaging in group and individual learning with children. Several conversations were overheard throughout the day talking about where educators were and what was happening within the program. An educator was heard saying to another educator ' I will wait until x has finished with the children before I go over and tell her it is her lunch'. On another occasion an educator said to another educator ' How about I change the nappies because you are playing with x?'
- The service has a pool of relief educators which are used on a casual basis when needed. The director stated that regular relief are rostered in each of the rooms to ensure children are familiar with them.
- There are set educator teams in each of the sections and children appeared familiar with all of the educators rostered at the service.

Standard 4.1 is rated	Exceeding National Quality Standard
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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

- Educators were heard consistently talking to each other in a respectful manner. They were heard consulting with each other about the routines of the service, engaging in respectful conversations about the individual needs of children and talking constructively about the program offered. A conversation was overheard about strategies they could use for a child's rest routine. Through discussions with an educator it was evident that through feedback between the room team and the director, progressive meals had recently been introduced in toddler section. Discussions were observed between educators in regards to the placement of educators in the over two outdoor area.
- Tasks and responsibilities were shared between educators. In the baby section there was a roster for educator tasks. Through talking with the team leader it was discussed that this was a guide for educators to ensure that all educators were able to share the cleaning throughout the week and have opportunities to spend time engaging with the children for large blocks of time. Educators offered assistance to each other when managing behaviours and were heard checking with each other if they needed assistance saying comments such as 'Are you okay over there? Let me know if you need me'.
- Guiding documents such as publications from Early Childhood Australia and other publications were available for

educators to read and were often used in staff meetings as the focus of discussions. The code of ethics was displayed throughout the service for educators to read and reference. The director stated that information from external sources and training is often sought to assist the service in rectifying any identified gaps for educators or within the service programs. This had included drawing on the expertise of families who attend the service who are employed by agencies such as Families SA and Disabilites SA.

- There is a documented grievance procedure for educators to follow with the director stating that she has an open door policy enabling educators to speak with her about concerns. Educators stated that since there has been a change in leadership, they have felt that they have supports in place to address any concerns they may have.
- A 'buddy system' is used by the service when educators commence employment at the service. There is regular sessions with the director when educators first begin at the service to support educators as they learn service's polices and procedures.
- The director stated that educators are supported to learn from each other through the use of meetings such as staff meetings and team leaders being given opportunities to meet and discuss programs. Through discussions with the educators, it appeared that there are regular discussions with each other about program documentation and the routines for children.

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

- Educators were heard speaking to children consistently in a respectful manner. Educators were seen engaging with children at children's eye level. They spoke quietly to the children, using open body language such as smiling, nodding and greeting children with outstretched, open arms.
- It was evident through interactions that efforts had been made to consistently learn and identify children's non verbal cues. This was seen on several occasions such as when a child was seen yawning whilst sitting next to an educator. The educator was heard saying to the child 'Look at you. I think you look tired a little earlier today. Maybe we should go to bed?' with the child responding to her by cuddling up against her as she finished reading a story. On another occasion when a toddler child became distressed, an educator was seen to identify the child starting to become distressed. She took the child by the hand and said to the child 'I think we need to find something to do. I know sometimes you start to feel sad that mum is gone but it might make it better when you see the fun things here to do.'
- Educators were often seen in two way interactions with children. An educator began to play peek a boo with a child when the child came and stood behind her as she was sitting on the floor and was looking over her shoulder. On another occasion an educator was heard discussing with a group of children about the creations they were making with large plastic blocks. This led to conversations with the children about recent places they had visited with their families in cars as several of the children were making cars with the blocks.
- Educators were heard collaborating with children about the routines. They were heard talking with children about when they needed to go to the toilet or have their nappy changed. There were also conversations between educators and children about the meals they were having, such as when they wished to eat and how the food should be served. The different foods available to the babies were shown to the children to choose and discussed with them with educator comments such as 'X, you have yoghurt or this fruit' showing the children the choices.
- The service's QIP had highlighted that the service was focusing on having a consistent child focus and this was seen in practice consistently. Educators sat with children and engaged with them focusing on group and individual interactions.
- They listened to children and sourced materials to extend play. There were relaxed conversations with children during routines such as singing to children as they changed their nappies and laughing with children as they relayed humorous stories to educators.
- Children's achievements were acknowledged. When a child was jumping off the stage area from the second step, the educator clapped and acknowledged what he was doing saying to the authorised officer afterwards 'X has really been practising jumping off of things lately and he is getting really good now and can jump with two feet together now'.
- Interactions with children from educators consistently aligned with the service philosophy. There were holistic programs which encouraged all children to be involved and form relationships with other children. All children were greeted and it appeared that educators had knowledge of each child's abilities. When a child who was settling into the service showed an interest in an experience, the educator was heard saying to another educator 'I got that out because I knew he liked it last week.' There was a focus on educating children with educators seen scaffolding how to use resources.
- Educators were heard using follow up questions in conversations with children. An educator talked with children at the art and craft table talking with the children about what they were making and what they were using for their creations. Educators in the younger children's sections were heard identifying and talking with children about their actions. At lunch time an educator was heard saying to a child 'You finished. You look like you have finished. You have thrown your food on the floor and are wiping the table with your flannel. Lets get you ready to go play.'

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

- Large group experiences were incorporated to the routines for the children. Educators talked about giving children opportunities to engage in a variety of smaller group experiences, spontaneous and planned, throughout the day. Resources were set up to ensure that more than one child was able to participate in an experience. Educators were often seen sitting at experiences, inviting children to join the group. Concepts such as sharing, turn taking and providing space for children to join the group were heard being discussed with children consistently.
- Children's feelings were heard being identified and acknowledged. Educators were consistently seen supporting children to manage their emotions. As previously mentioned a child in the toddler who was new to the service was seen being supported when he became distressed at certain times throughout the day. When other children became distressed, educators were seen talking quietly to children and were seen supporting children by hugging them and engaging them in experiences.
- Educators' regard for children was evident throughout the programs. Educators were seen asking children if they wanted a cuddle before approaching children to comfort them. Educators in the baby room were heard asking children to take off their bibs at the end of mealtimes before removing them, as were educators in the kindy room heard asking children if they needed assistance to put on or take off items of clothing. When a child in the toddler room continued to play and shook his head when asked by an educator to change his nappy, the educator said to him 'That's okay, I will come back in a little while when you are a bit more ready'.
- There appeared to be clear expectations in regards encouraging children to manage their own behaviours. A sign was on display in the kindy room titled 'Asking Questions Without Blaming'. Underneath were a series of questions educators could ask in relation to behaviours seen. Interactions between educators and children demonstrated how this line of questioning was being used. When a child was seen jumping off a chair the educator said to the child 'I am not sure about the sound I just heard then. It sounded like a big bang and that doesn't sound like a safe sound. Could that sound have come from you jumping off the chair and do you think that is a safe way to use the chair?'
- There were opportunities for children to engage in leadership roles. In the toddler room when a group of children were planting vegetables, the educator gave each child the opportunity to take turns as the 'photographer', giving children the opportunity to take pictures of the experience on the room's digital camera.
- Conflict resolution was seen being supported by educators. When a child indicated to an educator that another child was in 'his office', the educator was heard saying to both children 'You can both play in the office. How about I put a seat here for you X and you can both take turn on the computer and telephone. That's what happens in offices sometimes.' She was then seen providing a telephone for the children to use.
- When children were seen expressing frustration with each other, educators were seen responding patiently and calmly to the children. When two children began yelling at each other about a toy neither wanted to share, an educator came over to the two children. She talked quietly with the children about finding the right words to use with each other so they knew how they both felt and could find a way to share the toy.

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?	<input type="radio"/> Yes
	<input checked="" type="radio"/> No

Quality Area 5 is rated	Exceeding National Quality Standard
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Quality Area 6 - Collaborative partnerships with families and communities

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

Evidence for Standard 6.1

- Before enrolling at the service, families are given a tour of the service and an information pack about the service. Families are encouraged to visit the service before the child starts. An educator talked about how these visits are used to talk with families about children's individual routines and find out additional information about the child and family. Families have the option for their child to be booked in for half days before commencing full days at the service.
- An orientation list has been recently devised after seeking feedback from families on the enrolment process. This list was used by the service to ensure that there was a range of information given to families before starting which covers all the details families needed to know.
- Educators were seen supporting children and families in separating from each other. An educator was heard talking with a mother about the experiences her child had engaged in the week before taking the mother and child over to a similar experience on offer. The educator engaged with the child and supported the child to wave goodbye to his mother. The educator was heard telling the mother that she was able to ring later if she wanted to before the mother left.
- Educators were often heard talking with families about their children. They discussed with families, their child's routines and what experiences the child had engaged in whilst at the service.
- Along with the enrolment forms given to families when they first commence at the service, an 'all about me' form was given to families along with other child profile forms for families to fill in. This gives each section additional information about children before they commence.
- There were opportunities available for families to be involved in service decisions. This included joining the service's Governance Committee, through email, informal discussions with educators and on the service's social media page. The service promotes families providing feedback to the service through regular newsletters. A suggestion box was also seen for families to place feedback into in the foyer area. There are future plans to give families surveys to source additional feedback and provide opportunities for families to be able to attend parent nights.
- Information about the service is supplied to families through the use of regular newsletters being supplied to families, information being emailed, displays throughout the service, the use of a social media page and informally talking to families.

Standard 6.1 is rated Meeting National Quality Standard

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

Evidence for Standard 6.2

- Information and resources are available for families in a variety of forms. The service has a parent library in the foyer which

contains pamphlets for families about a variety of parenting and wellbeing information as well as books providing information on a variety of topics. Information was displayed throughout the service on a variety of topics relating to families and children.

- The director stated that families are notified promptly when children became ill or injure themselves. She discussed the use of courtesy calls to families if the child had received a head injury or appeared to be 'out of sorts'.
- As previously mentioned several conversations were observed between educators and families, informing families of their child's day and what the child had engaged in throughout the day. Each section also had a chart with information displayed for families about individual children's routines for the day.
- Families have opportunities to share in the decision making about children's learning and wellbeing. A variety of forms are given to families to provide information to the service in regards to the child's home life and routines. As previously mentioned this included an 'all about me' form which was given to families at regular intervals throughout the year, child profile sheets and a significant events form where families were able to fill in any events that the child had recently been part of at home.
- Events within the local community to support families in parenting were seen displayed in the foyer area.
- Families are involved in the service programs through a variety of ways which are actively sought by the service. This has included regular events such as working bees and a Christmas party held each year. The scraps left over from meals are given to a family for their chickens in return for eggs which are used in morning and afternoon teas provided to the children. The expertise of families have been used in providing training opportunities to educators as previously mentioned in standard 4.2. Families have provided cultural cooking experiences for the children to engage in and former or current families were used to help with maintenance work. A parent has been engaged by the service to landscape the outdoor environment.

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

- The service works collaboratively with a variety of support agencies. This includes agencies such as Novita, Network SA, Families SA, Disabilities SA, the Gowrie Training Centre, Inclusive Directions, the Lower Eyre Peninsula Foundation Scheme where grant money has been sourced, the local school providing newsletters to the service and support professionals such as occupational therapists and speech pathologists for individual children.
- Links with support agencies were established and maintained through meeting with agencies such as Novita on a regular basis and inviting representatives from agencies such as Disabilities SA and Families SA to talk about their role within the community, informing educators. Educators often attend Child Development Unit meetings to have input in the learning and development of children with additional needs.
- Children's transitions from one section to the next are managed by educators providing the opportunity for children to visit the section they are moving into on a variety of occasions. This happens one to two months before the transition depending on the needs of the child.
- Information is provided to families about the transition through the use of informal conversations with the educators and a 'moving to another room' sheet which gave detailed information about the room the child was moving to.
- There are future plans to form relationships with the local schools and kindergartens to support children transitioning to these environments.
- The service engages with the local community through a variety of ways. The service will take children on excursions to

the local 'train park' and uses local people to provide incursions for the children. This has included visits to the service from the police and the Country Fire Service, a veterinary nurse talking with the children and a Fijian cultural experience organised as part of the children's program.

- The service often places displays up at the local supermarket and fruit and vegetable shop about the service. Donations are provided from local community businesses for the Christmas raffle which is held on an annual basis by the service. The service takes part in the local 'Tunarama' festival by having a float in the parade which is part of the festival.
- Support agencies are collaborated with to consistently support the inclusion of all children. This has included educators attending support meetings for children with additional needs. Funding and equipment have been sourced from the support agencies, Novita and Inclusive Directions. In addition to this, the service has sourced grants from 'Variety' to provide ramps for a child with a mobility disability and services such as 'Sparks and Spanners' are used to help to adjust equipment to ensure all children are able to engage in the program offered.

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

- Families are made aware of the service's governance structure through information displayed in the service foyer, in the parent handbook and information that is placed in the service's newsletter as well as records of the service's governance committee meetings are available to families on request.
- The director stated that the annual general meeting of the Governance Committee is advertised in the local newspaper with members of the local community able to attend this meeting.
- The director stated that all educators had the required criminal history assessments to ensure that they were assessed as being fit and proper to work with children. Processes are in place to ensure that these are maintained at all times through the use of a checklist which is regularly revised. All staff files are stored in a locked cupboard with only key leadership team members being able to access this information.
- Over the course of the last few months, the director stated that she had worked hard at establishing the educator teams. Whilst some of the educators were quite new to their roles it was evident through talking with them that they felt supported in their new roles. The director stated on several occasions that she has an open door policy to enable educators to be able to seek her support at any time. she has also been working alongside educators with the children role modeling practices and uses this time to talk through ideas and strategies for the programs being offered for children.
- Educators were heard relaying information to each other when they arrived and before and after going on breaks. There are set educator teams for each of the sections and the rostering of educators ensured that there are educators from each section at the beginning and end of the day. The director stated that when she is planning the roster, she takes into consideration the families and educators needs. There are effective processes which were contributing to the continuity of educators at the service.
- The induction process partners educators up with a mentor at the service who assists educators when they first begin employment at the service. This process had recently been developed by the service.
- The educational leader consistently works with other educators to support and extend on children's learning. She has been assisted by other members on the leadership team. Additional time is given to the educational leader to work alongside other educators. Whilst the programming documentation format was still quite new to the educators, educators talked about how the educational leader had spent time with them at staff meetings and individually to develop their understanding of the program. All educators were being supported to contribute to the program documentation.
- Educators had a clear knowledge of the National Quality framework and the EYLF. Additional training was being sought to extend their knowledge of these documents.

Standard 7.1 is rated Meeting National Quality Standard

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

Evidence for Standard 7.2

- Since the director had been employed in her new role, she stated that she has regular informal conversations with educators in regards to their professional development. She spoke about the importance of building the confidence of the educator team.
- Formal staff appraisals had been undertaken for the previous director and the current director is in the process of reviewing the appraisal process for educators before conducting formal appraisals with the staff team.
- As previously mentioned family feedback is sought through a variety of ways with future plans to implement additional techniques to collect feedback in the future. Feedback that had been gathered from families was used in devising the service's statement of philosophy and QIP. Educator feedback on these documents was also used to formulate both. This was done through information placed out for educators to read and comment on and through discussions at staff meetings that are held monthly.
- The service's philosophy statement was consistently reflected in the service's programs and overall operations. The key statements in the service's philosophy statement were that the rights of children were always up held, there was a focus on education in play based programs for children and there was a holistic approach to programs and practices. As previously mentioned throughout the report, the dignity and rights of children were seen to up be held through the interactions between educators and children. Educators were seen extending on children's learning through the use of open ending questioning, scaffolding learning and following up basic experiences on children's interests. Inclusion of children was actively facilitated through a range of strategies which are mentioned in examples seen within the assessment and rating report.
- The director discussed that the QIP was often reflected on and had been used to gauge the progress of the service. She discussed that the QIP was used to set achievable goals which had played a part in boosting the confidence of the educator team.
- The QIP is an agenda item at staff meetings, governance committee meetings and discussed at leadership team meetings. The director stated that all suggestions are considered. the QIP is available for families to read and comment on at the service. It is possible for all stakeholders to comment on the QIP and the QIP has been devised in such a way that contributes to an effective self assessment process.

Standard 7.2 is rated	Meeting National Quality Standard
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Standard 7.3	Administrative systems enable the effective management of a quality service.	
7.3.1	Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
7.3.2	Administrative systems are established and maintained to ensure the effective operation of the service.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
7.3.3	The Regulatory Authority is notified of any relevant changes to the operation of the service, of serious incidents and any complaints which allege a breach of legislation.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
7.3.4	Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
7.3.5	Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met

Evidence for Standard 7.3

- All educator and children's records are stored appropriately. All records are stored in locked cupboards and the computer systems used by the service are password protected.
- Mind Your Own Business and Spike are used by the service to assist in its administrative tasks. policies and processes have been devised to provide clear guidelines about the administrative tasks used at the service. The service administrative officer has been at the service since it was established and has sought the support of external professionals to assist her in establishing well managed administrative systems.
- The policies and procedures of the service have recently been reviewed. Families' input was actively sought in the review of the policies with information placed in the service's newsletters and displayed at the service. It was discussed the educator individually approached families to assist in reviewing the policies. Policies were available to read in all sections of the service.
- There are clear complaints processes for staff and families. These processes are displayed at the service and information is given to new staff and families before they commence at the service.
- All grievances are documented and acted on in a timely manner with the director following up with families or educators in regards to strategies put in place by the service.
- The service is aware of the required notifications needed to be given to the regulatory authority with this information shared with the leadership team of the service.

Standard 7.3 is rated Meeting National Quality Standard

Quality Area 7 summary

QA7 Minor Adjustment notes

QA7 Quality Improvement Plan notes

QA7 Compliance notes

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

Quality Area 7 is rated Meeting National Quality Standard

Assessment and rating summary

Quality Area 1 is rated	Meeting 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	Meeting 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	It is recommended that the service continue to implement strategies to ensure that all educators are involved in and have knowledge of documenting, planning for and evaluating each child's learning.
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"/>