

Rating Outcome Summary

Service Name	Epping Heights Out of School Hours Care Inc
Service Approval Number	SE-00011580
Provider Name	EPPING HEIGHTS OUT OF SCHOOL CARE SERVICE
Provider Approval Number	PR-00006747
Assessment & Rating Number	ASR-00032960
Assessment Type	Full Assessment and Rating
Assessment Visit Date(s)	28-04-2021 to 29-04-2021
Assessment Officer	Alison Hendry
Endorsed By	Theoni Zografakis
Report Status	FINAL

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About this *Rating Outcome Summary* report

This Rating Outcome Summary report outlines your service's rating outcomes from the recent quality assessment of your service's practices against the National Quality Standard (NQS).

This Rating Outcome Summary report includes the following:

- Summary of ratings
- Determination of "Met" or "Not Met" for each Element of the NQS
- The rating of each Standard and Quality Area
- A 'quality map' for each Standard
- Suggestions and resources for improvements

You can use this information to assist you in:

- Understanding and explaining your rating outcomes
- Sharing information about the quality of your service's practices with families
- Assessing areas for service quality improvement

How to read this document

The evidence of your service's practices, collected during the assessment, has been analysed to determine if each Element of the NQS has been 'Met' or 'Not Met' and rated at the Standard level in each Quality Area.

The information is organised by Quality Areas (i.e. QA1 to QA7). Each Quality Area includes:

A Quality Map of each Standard

This is a visual representation of your service's practices across the Standard. The highlighted descriptor reflects the analysis of evidence and indicates typical practice across each Standard during your assessment. This information can be shared with families to explain your rating at the Standard level.

Analysis notes of each Standard

In these notes the authorised officer can, if considered necessary, highlight particular practices that clarify or support their rating decision.

Quality Improvement notes and resources

These notes and resources aim to inform and support the cycle of continuous quality improvement of your service's practices. They can be considered for inclusion when you next update your service's Quality Improvement Plan.

Information about the National Quality Standard and rating levels can be found in the guide to the National Quality Standard or online at www.acecqa.gov.au

Overall Rating Summary

Overall Rating		Meeting NQS
STD1.1	The educational program enhances each child's learning and development.	Meeting NQS
STD1.2	Educators facilitate and extend each child's learning and development.	Exceeding NQS
STD1.3	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.	Meeting NQS
QA1	Educational program and practice	Meeting NQS
STD2.1	Each child's health and physical activity is supported and promoted.	Meeting NQS
STD2.2	Each child is protected	Exceeding NQS
QA2	Children's health and safety	Meeting NQS
STD3.1	The design of the facilities is appropriate for the operation of a service.	Meeting NQS
STD3.2	The service environment is inclusive, promotes competence and supports exploration and play-based learning.	Exceeding NQS
QA3	Physical environment	Meeting NQS
STD4.1	Staffing arrangements enhance children's learning and development.	Meeting NQS
STD4.2	Management, educators and staff are collaborative, respectful and ethical.	Meeting NQS
QA4	Staffing arrangements	Meeting NQS
STD5.1	Respectful and equitable relationships are maintained with each child.	Meeting NQS
STD5.2	Each child is supported to build and maintain sensitive and responsive relationships.	Meeting NQS
QA5	Relationships with children	Meeting NQS
STD6.1	Respectful relationships with families are developed and maintained and families are supported in their parenting role.	Meeting NQS
STD6.2	Collaborative partnerships enhance children's inclusion, learning and wellbeing.	Meeting NQS
QA6	Collaborative partnerships with families and communities	Meeting NQS
STD7.1	Governance supports the operation of a quality service.	Meeting NQS
STD7.2	Effective leadership builds and promotes a positive organisational culture and professional learning community.	Meeting NQS
QA7	Governance and Leadership	Meeting NQS

Overall Summary Comments

Your service is acknowledged for its achievements in meeting the National Quality Standard and striving for quality outcomes for children. In particular, an educational program that responds to children's interests and scaffolds their learning and the effective leadership and management of the service demonstrates the commitment to quality by the approved provider and educators. Continue to reflect on current practice to maintain and improve on the quality outcomes evident during the assessment and rating process. The service may wish to consider the Quality Planning Notes throughout this report in prioritising areas for improvement.

Quality Area 1: Educational program and practice

STANDARD 1.1	The educational program enhances each child's learning and development.
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Element	Concept	Descriptor	Met or Not Met
1.1.1	Approved learning framework	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.	Met
1.1.2	Child-centred	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.	Met
1.1.3	Program Learning opportunities	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.	Met

Theme	Theme Description	Confirm
Theme 1	Practice is embedded in service operations.	Yes
Theme 2	Practice is informed by critical reflection.	No
Theme 3	Practice is shaped by meaningful engagement with families and/or community.	Yes

1.1	The educational program enhances each child's learning and development.	Meeting NOS
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STANDARD 1.1	Analysis Notes
<p>The educators combine the service philosophy, guiding frameworks, the My Time Our Place Statement and the children's input to provide a leisure based program that enhances each child's learning and development. Children's knowledge, culture and interests underpin the program and are sought and documented daily, through several methods. Flexible routines are organised in ways to maintain and enhance each child's personal choice and to maximise learning and independence. The overarching term program is used in tandem with the weekly program, which is based on children's voices, skills, strengths, and family input to support the children's learning and participation.</p>	

STANDARD 1.2	Educators facilitate and extend each child's learning and development.		
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Element	Concept	Descriptor	Met or Not Met
1.2.1	Intentional teaching	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.	Met
1.2.2	Responsive teaching and scaffolding	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.	Met
1.2.3	Child directed learning	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.	Met

Theme	Theme Description	Confirm
Theme 1	Practice is embedded in service operations.	Yes
Theme 2	Practice is informed by critical reflection.	Yes
Theme 3	Practice is shaped by meaningful engagement with families and/or community.	Yes

1.2	Educators facilitate and extend each child's learning and development.	Exceeding NOS
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STANDARD 1.2	Analysis Notes
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Educators use responsive teaching strategies and methods to scaffold and extend children's learning through open-ended questions, interactions and feedback. Educators are intentional in their planning and teaching methods and encourage children to voice their ideas, thoughts and perspectives through the children's meetings. The service utilises and reflects on family surveys and current research to inform the program to ensure its responsiveness to the children's and the community's needs. Educators actively encourage children to demonstrate agency and enable them to make decisions around how they engage within the environment, the program and with their friends. Agency is intentionally planned into all areas of the services practices and is underpinned by the service philosophy.

STANDARD 1.3	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.
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Element	Concept	Descriptor	Met or Not Met
1.3.1	Assessment and planning cycle	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.	Met
1.3.2	Critical reflection	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.	Met
1.3.3	Information for families	Families are informed about the program and their child's progress.	Met

Theme	Theme Description	Confirm
Theme 1	Practice is embedded in service operations.	Yes
Theme 2	Practice is informed by critical reflection.	No
Theme 3	Practice is shaped by meaningful engagement with families and/or community.	Yes

1.3	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.	Meeting NQS
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STANDARD 1.3	Analysis Notes
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The consistent cycle of planning, documenting and reflection is used by all educators to evaluate the program and each child's learning and participation within it. Critical reflections, family and community feedback is regularly used to focus the program, routines and the learning environment and to enhance learning opportunities through intentional and spontaneous experiences. Families have various avenues to access their children's learning progress and have identified the methods that suit their needs which have been enacted upon by the service.

Quality Area 1: Ratings Summary

STANDARD 1.1	The educational program enhances each child's learning and development.	Meeting NQS
STANDARD 1.2	Educators facilitate and extend each child's learning and development.	Exceeding NQS
STANDARD 1.3	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.	Meeting NQS
Was there evidence that the education program being delivered is not based on the developmental needs, interests and experiences of each child and this poses an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service?		No
Provide Significant Improvement Required comments if 'YES' was selected above:		N/A
QUALITY AREA 1 RATING		Meeting NQS

Quality Improvement Plan notes (optional)
<p>To build on achievements in this quality area the service may wish to consider:</p> <ul style="list-style-type: none"> -Support educators to critically reflect on the assessment and planning cycle through robust debate, discussion, and is informed by current recognised guidance. -Encourage educators to reflect on aspects of the educational program to promote social justice and equity, ensuring the program considers the rights and circumstances of every child at the service.

-Provide educators with opportunities for exploration of authentic indigenous culture.

-Drawing on theoretical and philosophical influences to support critical reflection on the program and the learning opportunities developed for the children.

Suggested Resources for Improvement

Reflective session: Critical Reflection

<https://www.acecqa.gov.au/sites/default/files/2019-11/Reflective-session-on-Critical-reflection-presentation.pdf>

What is critical reflection?

https://www.acecqa.gov.au/sites/default/files/2020-03/What_is_critical_reflection.pdf

Documenting programs for school age children

https://www.acecqa.gov.au/sites/default/files/2018-01/DocumentingPrograms_0.pdf

OSHC Programming Resource

<https://www.gowriesa.org.au/docs/OSHC-Programming-Resource-with-cover.pdf>

Evaluation

<http://networkofcommunityactivities.org.au/wp-content/uploads/2013/08/Evaluation.pdf>

Aboriginal and Torres Strait Islander Children's Cultural Needs

<http://www.snaicc.org.au/product/aboriginal-and-torres-strait-islander-childrens-cultural-needs/>

Be Part of Reconciliation

https://www.acecqa.gov.au/sites/default/files/2019-08/QA1_BePartOfReconciliation_0.pdf

Quality Area 2: Children's health and safety

STANDARD 2.1	Each child's health and physical activity is supported and promoted.
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Element	Concept	Descriptor	Met or Not Met
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.	Met
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.	Met
2.1.3	Healthy lifestyle	Healthy eating and physical activity are promoted and appropriate for each child.	Met

Theme	Theme Description	Confirm
Theme 1	Practice is embedded in service operations.	Yes
Theme 2	Practice is informed by critical reflection.	No
Theme 3	Practice is shaped by meaningful engagement with families and/or community.	Yes

2.1	Each child's health and physical activity is supported and promoted.	Meeting NOS
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STANDARD 2.1	Analysis Notes
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Children's health and physical activity is promoted at the service with procedures in place to ensure health needs are met. The educators and children work collaboratively to provide opportunities for planned and spontaneous physical activity during each session. Effective illness and hygiene practices are considered and refined through meetings with the school community and guiding documentation. Provisions are in place to provide children with healthy meals that are not limited in quantity. Children are provided opportunities for rest, sleep and relaxation during each session with provisions made in designated rest areas.

Additional evidence was provided to the department to support a change of rating to embedded practices.

STANDARD 2.2	Each child is protected
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Element	Concept	Descriptor	Met or Not Met
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.	Met
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.	Met
2.2.3	Child protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.	Met

Theme	Theme Description	Confirm
Theme 1	Practice is embedded in service operations.	Yes
Theme 2	Practice is informed by critical reflection.	Yes
Theme 3	Practice is shaped by meaningful engagement with families and/or community.	Yes

2.2	Each child is protected	Exceeding NOS
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STANDARD 2.2	Analysis Notes
	<p>The service has developed procedures, in consultation with industry specialists and the school community, to provide supervision and ensure children are protected from harm and hazards. Emergency drills and procedures have been independently and collaboratively developed and are routinely conducted and documented by educators. Children and families are active participants in ensuring they understand the service procedures to keeping safe, for example through the sun safe procedures, collection procedures, and bathroom safety. Educators have a clear and cohesive understanding of their child protection responsibilities.</p> <p>Additional evidence was provided to the department to support a change of rating to embedded practices.</p>

Quality Area 2: Ratings Summary

STANDARD 2.1	Each child's health and physical activity is supported and promoted.	Meeting NQS
STANDARD 2.2	Each child is protected	Exceeding NQS
Was there evidence that practices and procedures pose an unacceptable risk to the safety, health and wellbeing of any child or children being educated and cared for by the service for any of the areas: 1. adequate supervision, or 2. taking every reasonable precaution to protect children from harm and hazards, or 3. health and hygiene, or 4. food handling and food preparation, or 5. safe drinking water and food, or 6. the environment is tobacco, drug and alcohol free, or 7. preventing the spread of infectious disease, or 8. managing children's medical conditions, or 9. administering medications, or 10. managing emergencies, or 11. managing excursions, or 12. collection of children from the service		No
Provide Significant Improvement Required comments if 'YES' was selected above:		N/A
QUALITY AREA 2 RATING		Meeting NQS

Quality Improvement Plan notes (optional)
<p>To build on achievements in this quality area the service may wish to consider:</p> <ul style="list-style-type: none"> -Encouraging educators to actively engage with families about their concerns and priorities for their child's safety. -Encouraging educators to critically reflect on the influences on their practice to support and promote children's safety within the service's program and routines. -Supporting educators to regularly reflect on opportunities to enhance each child's health outcomes and promote physical activity with children and their families.

Suggested Resources for Improvement

Work health and Safety Hot Spots in OOSH

http://networkofcommunityactivities.org.au/wp-content/uploads/2013/08/WHS_Hotspots.pdf

The Children's Hospital at Westmead fact sheets for families linking to children's healthy eating, allergies, special diets and oral care
www.chw.edu.au/parents/factsheets

NRG@OOSH: Nutrition Ready to Go

<https://networkofcommunityactivities.org.au/product/nrgoosh-nutrition-ready-to-go/>

Yulunga: Traditional indigenous games

<https://www.sportaus.gov.au/yulunga>

Child safe organisations

<https://humanrights.gov.au/our-work/childrens-rights/projects/child-safe-organisations>

Quality Area 3:Physical environment

STANDARD 3.1	The design of the facilities is appropriate for the operation of a service.
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Element	Concept	Descriptor	Met or Not Met
3.1.1	Fit for purpose	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.	Met
3.1.2	Upkeep	Premises, furniture and equipment are safe, clean and well maintained.	Met

3.1	The design of the facilities is appropriate for the operation of a service.	Meeting NQS
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STANDARD 3.1	Analysis Notes
<p>The premises, furniture and equipment is maintained in a safe and clean manner. The service has installed procedures and processes to ensure consistent implementation of cleanliness and safety, such as checklists, 'Big Cleaning Week' and a daily audit check. The building and equipment is both flexible and suitable for its purpose and supports access for every child's involvement in the services daily routine, with a focus on child independence and collaboration.</p>	

STANDARD 3.2	The service environment is inclusive, promotes competence and supports exploration and play-based learning.
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Element	Concept	Descriptor	Met or Not Met
3.2.1	Inclusive environment	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.	Met
3.2.2	Resources support play-based learning	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.	Met
3.2.3	Environmentally responsible	The service cares for the environment and supports children to become environmentally responsible.	Met

Theme	Theme Description	Confirm
Theme 1	Practice is embedded in service operations.	Yes
Theme 2	Practice is informed by critical reflection.	Yes
Theme 3	Practice is shaped by meaningful engagement with families and/or community.	Yes

3.2	The service environment is inclusive, promotes competence and supports exploration and play-based learning.	Exceeding NOS
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STANDARD 3.2	Analysis Notes
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The service provides an inclusive indoor and outdoor environment that encourages each child to be involved in experiences that utilise both natural and built resources. The resources and equipment are sufficient and suitable for the implementation of the program and encouraging play-based learning with a focus on leisure and independence. Educators provide and plan opportunities for children, their families and local community members to participate in sustainable practices which is driven through the service's philosophy and My Time Our Place statement.

Additional evidence was provided to the department to support a change of rating, to practices are informed by critical reflection.

Quality Area 3: Ratings Summary

STANDARD 3.1	The design of the facilities is appropriate for the operation of a service.	Meeting NQS
STANDARD 3.2	The service environment is inclusive, promotes competence and supports exploration and play-based learning.	Exceeding NQS
Was there evidence that there is systematic and ongoing failure to ensure that: 1. the premises (including outdoor play spaces), furniture or equipment are safe and in good repair, or 2. there is sufficient furniture, materials and developmentally appropriate equipment for each child, or 3. indoor or outdoor space requirements are met and this failure poses an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service.		No
Provide Significant Improvement Required comments if 'YES' was selected above:		N/A
QUALITY AREA 3 RATING		Meeting NQS

Quality Improvement Plan notes (optional)
<p>To build on achievements in this quality area the service may wish to consider:</p> <ul style="list-style-type: none"> -Supporting educators to design indoor and outdoor spaces that draws on and reflects the cultures of the broader community. -Encouraging educators to reflect individually and together on the theoretical influences on the service's design choices and how these choices align with the service's 'My Time Our Place Statement'. -How the use of resources, in particular loose parts, could enhance the learning environment and continuously promote creativity, problem solving and independent play.

Suggested Resources for Improvement

Reverse Garbage

<https://reversegarbage.org.au/educate/>

We Hear You blog: Physical environment

<https://wehearyou.acecqa.gov.au/2015/10/24/physical-environment/>

Information sheet: Quality Area 3 - Keeping pets in education and care services

https://www.acecqa.gov.au/sites/default/files/2019-07/QA3_InfoSheetKeepingPetsAndAnimalsInEducationAndCareServices.pdf

Information sheet: Quality Area 3 - The environment as the third teacher

https://www.acecqa.gov.au/sites/default/files/2020-02/QA3_TheEnvironmentAsTheThirdTeacher.pdf

We Hear You blog: A green thumbs up to sustainable programs

<https://wehearyou.acecqa.gov.au/2013/02/25/a-green-thumbs-up-to-sustainable-programs/>

Sustainability audit tool: Education and care services

https://www.cccinc.org.au/docs/resource-sheet_sustainability-audit-tool-v-2015.pdf

Quality Area 4: Staffing arrangements

STANDARD 4.1	Staffing arrangements enhance children's learning and development.
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Element	Concept	Descriptor	Met or Not Met
4.1.1	Organisation of Educators	The organisation of educators across the service supports children's learning and development.	Met
4.1.2	Continuity of staff	Every effort is made for children to experience continuity of educators at the service.	Met

Theme	Theme Description	Confirm
Theme 1	Practice is embedded in service operations.	No
Theme 2	Practice is informed by critical reflection.	Yes
Theme 3	Practice is shaped by meaningful engagement with families and/or community.	Yes

4.1	Staffing arrangements enhance children's learning and development.	Meeting NQS
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STANDARD 4.1	Analysis Notes
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The service employs a consistent team of educators that are familiar with the individual needs of all children and support children's learning and development. The service rosters educators to work consistent days to ensure that familiar educators are working with the children and families to build positive relationships. The organisation of the roles for each educator is clearly defined to support children's learning and the service's processes. The service, with support of the senior leadership team and agreement by the parent management committee, has provisions in place to support the achievement of educators qualifications.

Additional evidence was provided to the department to support a change of rating to practices are informed by critical reflection.

STANDARD 4.2	Management, educators and staff are collaborative, respectful and ethical.
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Element	Concept	Descriptor	Met or Not Met
4.2.1	Professional collaboration	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.	Met
4.2.2	Professional standards	Professional standards guide practice, interactions and relationships.	Met

Theme	Theme Description	Confirm
Theme 1	Practice is embedded in service operations.	Yes
Theme 2	Practice is informed by critical reflection.	No
Theme 3	Practice is shaped by meaningful engagement with families and/or community.	Yes

4.2	Management, educators and staff are collaborative, respectful and ethical.	Meeting NOS
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STANDARD 4.2	Analysis Notes
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The educators consistently work with each other to provide a nurturing and safe environment for the children through participating in fortnightly staff meetings, daily briefing and debriefing meetings, and showing respect for each other. The nominated supervisor and parent management committee supports all educators to develop collaborative skills with the aim of creating a harmonious and respectful team. The nominated supervisor supports educators to be guided by professional standards through mentoring, training and upskilling.

Quality Area 4: Ratings Summary

STANDARD 4.1	Staffing arrangements enhance children's learning and development.	Meeting NQS
STANDARD 4.2	Management, educators and staff are collaborative, respectful and ethical.	Meeting NQS
Was there evidence that there is: 1. systematic and ongoing failure to meet staffing arrangements (educator-to-child ratios and qualification requirements), or 2. behaviour, interactions or lack of collaboration between staff members leads to unprofessional practice and this poses an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service.		No
Provide Significant Improvement Required comments if 'YES' was selected above:		N/A
QUALITY AREA 4 RATING		Meeting NQS

Quality Improvement Plan notes (optional)
<p>To build on achievements in this quality area the service may wish to consider:</p> <ul style="list-style-type: none"> -Encouraging educators to draw on and present opportunities for collaboration with families and community partners to plan and build the service approach to the organisation and continuity of educators. -Continuing to support educators to work collaboratively to affirm and challenge their practice through supportive relationships, robust discussions and unpacking of relevant and guiding documentation. -Continuing to develop educator strengths and professional knowledge that supports staff to act ethically as a team and provide an environment that is conducive to children's learning and development.

Suggested Resources for Improvement

Top Tips for Team Building

<http://networkofcommunityactivities.org.au/wp-content/uploads/2013/08/Team-Building.pdf>

MTOP Team meeting package

<https://www.acecqa.gov.au/sites/default/files/2021-01/MTOPTeamMeetingPackage.PDF>

Educator wellbeing posters

<https://www.acecqa.gov.au/resources/supporting-materials/posters#EWP>

Leading learning circles for educators engaged in study

<https://www.acecqa.gov.au/sites/default/files/2020-12/LeadingLearningCirclesForEducatorsEngagedInStudy.PDF>

Creating positive workplace relations: Self-guided learning package

<https://www.acecqa.gov.au/sites/default/files/2021-01/CreatingPositiveWorkplaceRelations.PDF>

Quality Area 5: Relationships with children

STANDARD 5.1	Respectful and equitable relationships are maintained with each child.
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Element	Concept	Descriptor	Met or Not Met
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.	Met
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.	Met

Theme	Theme Description	Confirm
Theme 1	Practice is embedded in service operations.	Yes
Theme 2	Practice is informed by critical reflection.	No
Theme 3	Practice is shaped by meaningful engagement with families and/or community.	No

5.1	Respectful and equitable relationships are maintained with each child.	Meeting NQS
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STANDARD 5.1	Analysis Notes
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Educators are responsive to children's needs and seek out and engage in meaningful interactions. Educators demonstrate trusting relationships that encourage and support each child to become a confident learner, and one that feels a sense of belonging, valued and included. This practice is underpinned by both the service philosophy and the 'My Time Our Place Statement'. The dignity and rights of each child is maintained through providing opportunities for agency and autonomy in both programing decisions and routine times. Children's voices are sought and respected and systems are in place to ensure these are translated into actions.

STANDARD 5.2	Each child is supported to build and maintain sensitive and responsive relationships.
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Element	Concept	Descriptor	Met or Not Met
5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other.	Met
5.2.2	Self-regulation	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.	Met

Theme	Theme Description	Confirm
Theme 1	Practice is embedded in service operations.	Yes
Theme 2	Practice is informed by critical reflection.	No
Theme 3	Practice is shaped by meaningful engagement with families and/or community.	Yes

5.2	Each child is supported to build and maintain sensitive and responsive relationships.	Meeting NOS
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STANDARD 5.2	Analysis Notes
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Educators arrange the environment and program intentional learning experiences that support self-regulation, collaborative learning and encourage each child to learn from one another. This is enhanced by the service's 'My Time Our Place' statement which encourages respectful and reciprocal relationships supported by each child taking account for their own behaviour. Educators are equipped with skills to support children to regulate their own behaviour, support self accountability when behaviour escalates and encourage effective communication to solve conflict, which has been enhanced through professional development and engagement with families. Fundamental to the service program is respect for the child which is modeled through supported interactions, providing opportunities to build relationships and to celebrate child successes.

Quality Area 5: Ratings Summary

STANDARD 5.1	Respectful and equitable relationships are maintained with each child.	Meeting NQS
STANDARD 5.2	Each child is supported to build and maintain sensitive and responsive relationships.	Meeting NQS
Was there evidence that relationships with children do not maintain the dignity and rights of every child and: 1. there is inappropriate use of discipline (corporal punishment or discipline that is unreasonable in the circumstance), or 2. do not have regard for each child's family, cultural values, age, intellectual or physical development, or 3. there is an absence of positive guidance, or 4. there is an absence of equitable opportunities for children to interact and develop and this poses an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service.		No
Provide Significant Improvement Required comments if 'YES' was selected above:		N/A
QUALITY AREA 5 RATING		Meeting NQS

Quality Improvement Plan notes (optional)
<p>To build on achievements in this quality area the service may wish to consider:</p> <ul style="list-style-type: none"> -Encouraging educators to discuss and engage in robust debate and discussion regarding professional and organisational values that influence relationships between educators and children. -Supporting educators to encourage children to challenge stereotypes and biases, and develop a deep understanding and appreciation of the cultural diversity in the service in the broader community. -Continuing to offer opportunities where children contribute to decision-making processes and can participate collaboratively with others in everyday settings.

Suggested Resources for Improvement

Building resilience in children aged 0-12

https://resources.beyondblue.org.au/prism/file?token=BL/1810_A

Emerging minds- training to support families and children

<https://emergingminds.com.au/training/online-training/>

Encouragement vs praise: What's the difference?

<https://www.acecqa.gov.au/sites/default/files/2021-01/EncouragementVsPraise.PDF>

Professional development for gender equity in the early years

<https://www.youtube.com/watch?v=f5k-SnYiWHM>

Planning and strategies to promote positive behaviour (5-12 years): Self-guided learning package

<https://www.acecqa.gov.au/sites/default/files/2021-01/PlanningAndStrategiesPosBehav5To12Years.PDF>

We Hear You blog: Proactively promoting inclusion resources

<https://wehearyou.acecqa.gov.au/2015/12/10/proactively-promoting-inclusion/>

Welcoming cultural diversity

<https://www.acecqa.gov.au/sites/default/files/2020-11/WelcomingCulturalDiversity.pdf>

Quality Area 6: Collaborative partnerships with families and communities

STANDARD 6.1	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
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Element	Concept	Descriptor	Met or Not Met
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in the service and contribute to service decisions.	Met
6.1.2	Parents views are respected	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing	Met
6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.	Met

Theme	Theme Description	Confirm
Theme 1	Practice is embedded in service operations.	Yes
Theme 2	Practice is informed by critical reflection.	No
Theme 3	Practice is shaped by meaningful engagement with families and/or community.	Yes

6.1	Respectful relationships with families are developed and maintained and families are supported in their parenting role.	Meeting NOS
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STANDARD 6.1	Analysis Notes
<p>The service establishes positive and supportive relationships with families through active and considered avenues, such as newsletters, handbooks, daily verbal handovers, photo blurbs, and family surveys. Families are encouraged to voice opinions on the day to day running of the service and have opportunities to provide input on programing and routine decisions. Warm and reciprocal relationships are evident at the service with each family respectfully greeted by name and provided time to discuss daily happenings. The service provides information for families to access community service support through the service newsletter and the parent desk. The service is supported by the parent management committee which ensures families views, opinions and decisions are heard and respected.</p>	

STANDARD 6.2	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
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Element	Concept	Descriptor	Met or Not Met
6.2.1	Transitions	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.	Met
6.2.2	Access and participation	Effective partnerships support children's access, inclusion and participation in the program.	Met
6.2.3	Community engagement	The service builds relationships and engages with its local community.	Met

Theme	Theme Description	Confirm
Theme 1	Practice is embedded in service operations.	Yes
Theme 2	Practice is informed by critical reflection.	No
Theme 3	Practice is shaped by meaningful engagement with families and/or community.	Yes

6.2	Collaborative partnerships enhance children's inclusion, learning and wellbeing.	Meeting NQS
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STANDARD 6.2	Analysis Notes
	<p>The service supports the continuity of learning for children between school, the service and home. This is achieved through the regular sharing of information, positive behaviour strategies and maintaining open and cohesive communication with all stakeholders. The service builds strong relationships with the school community which has led to meaningful and reciprocal engagement. This engagement can be seen through the shared participation in local and cultural events supported by the communities. The service prioritises relationship building with the local community, service children and families, which is underpinned by the service philosophy and the 'My Time Our Place' statement.</p>

Quality Area 6: Ratings Summary

STANDARD 6.1	Respectful relationships with families are developed and maintained and families are supported in their parenting role.	Meeting NQS
STANDARD 6.2	Collaborative partnerships enhance children's inclusion, learning and wellbeing.	Meeting NQS
Was there evidence that the role of parents and families is not respected and supported due to a failure to: 1. provide adequate information to families about the child or the service, or 2. ensure that a parent has access to their child, or 3. have adequate enrolment procedures and records (health, needs, abilities) and this poses an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service.		No
Provide Significant Improvement Required comments if 'YES' was selected above:		N/A
QUALITY AREA 6 RATING		Meeting NQS

Quality Improvement Plan notes (optional)
<p>To build on achievements in this quality area the service may consider:</p> <ul style="list-style-type: none"> -Continue to encourage educators to consistently support families to participate in the service, make meaningful contributions to service decisions and share in decision making about their child's learning and wellbeing. -Encouraging educators to critically reflect using robust discussion and current research, action research plans and research projects to enhance meaningful relationships with families that support the wellbeing of each child. -Continuing to supporting educators to build and maintain community partnerships that promote and strengthen family wellbeing and parenting. -Enhancing the implementation of culture and care practices that reflect Aboriginal and Torres Strait Islander culture.

Suggested Resources for Improvement

Welcoming conversations with culturally and linguistically diverse families

<https://childdaustralia.org.au/wp-content/uploads/2017/02/WelcomingConversationsGuideWEB.pdf>

Engaging with families: Social media - Smart online

<https://www.acecqa.gov.au/sites/default/files/2020-12/EngagingWithFamilies%E2%80%93SmartOnline.PDF>

Narragunnawali: What is a RAP?

<https://www.narragunnawali.org.au/raps/what-is-a-rap>

Reconciliation Action Plan

<http://www.earlychildhoodaustralia.org.au/our-work/reconciliation/>

Differential parenting of children from diverse cultural backgrounds attending child care

<https://aifs.gov.au/publications/differential-parenting-children-diverse-cultural-backgrounds-attending-child-care>

Respectful relationships and responsive engagement

<https://www.education.vic.gov.au/Documents/childhood/providers/edcare/pracguiderespectfulrelationships2017.pdf>

Quality Area 7: Governance and Leadership

STANDARD 7.1	Governance supports the operation of a quality service.
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Element	Concept	Descriptor	Met or Not Met
7.1.1	Service philosophy and purpose	A statement of philosophy guides all aspects of the service's operations.	Met
7.1.2	Management systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.	Met
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the service.	Met

Theme	Theme Description	Confirm
Theme 1	Practice is embedded in service operations.	Yes
Theme 2	Practice is informed by critical reflection.	No
Theme 3	Practice is shaped by meaningful engagement with families and/or community.	Yes

7.1	Governance supports the operation of a quality service.	Meeting NOS
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STANDARD 7.1	Analysis Notes
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The service has a statement of philosophy and a My Time Our Place statement that is regularly reviewed by stakeholders to ensure it is relevant, reflects the service context and guides all service operations. Systems are installed to effectively manage and operate the service, with the support of both the parent management committee and an external administration company. Educators are supported in their roles and responsibilities, which are clearly defined and understood with procedures implemented to ensure educators are effectively inducted into the service.

Additional evidence was provided to the department to support a change of rating to embedded practices at the service.

STANDARD 7.2	Effective leadership builds and promotes a positive organisational culture and professional learning community.
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Element	Concept	Descriptor	Met or Not Met
7.2.1	Continuous improvement	There is an effective self-assessment and quality improvement process in place.	Met
7.2.2	Educational leadership	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.	Met
7.2.3	Development of professionals	Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.	Met

Theme	Theme Description	Confirm
Theme 1	Practice is embedded in service operations.	Yes
Theme 2	Practice is informed by critical reflection.	No
Theme 3	Practice is shaped by meaningful engagement with families and/or community.	Yes

7.2	Effective leadership builds and promotes a positive organisational culture and professional learning community.	Meeting NOS
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STANDARD 7.2	Analysis Notes
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The service has a quality improvement process that involves all educators and provides opportunities for family input through surveys and the parent management committee. The educational leader, who also holds the role of nominated supervisor, supports and guides the educators in the implementation of the program and planning cycle. There is a performance review process completed collaboratively by the educators, the nominated supervisor, the educational leadership team and the parent management team that includes self-assessment and establishment of personal goals and development plans.

Additional evidence was provided to the department to support a change of rating to practices at the service have been shaped from meaningful engagement with families and/or community.

Quality Area 7: Ratings Summary

STANDARD 7.1	Governance supports the operation of a quality service.	Meeting NQS
STANDARD 7.2	Effective leadership builds and promotes a positive organisational culture and professional learning community.	Meeting NQS
Was there evidence that: 1. there are serious concerns about the fitness and propriety of the approved provider and processes for ensuring that staff, primary nominee and co-ordinators are fit and proper, or 2. the approved provider has breached a condition on the service approval which poses an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service, or 3. the Regulatory Authority is not satisfied that the service is being operated in compliance with the National Law and poses an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service, or 4. there is systematic and ongoing failure to: a. address grievances and complaints, or b. requirements regarding policies and procedures, or c. requirements regarding information and record keeping, or d. notify the Regulatory Authority of relevant changes to the operation of the service, serious incidents and any complaints which allege a breach of the Law and any of a to d (of the above) poses an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service.		No
Provide Significant Improvement Required comments if 'YES' was selected above:		N/A
QUALITY AREA 7 RATING		Meeting NQS

Quality Improvement Plan notes (optional)
<p>To build on achievements in this quality area the service may consider:</p> <ul style="list-style-type: none"> -Critically reflecting on the avenues used to entice and encourage families and stakeholders to reflect on the statement of philosophy. -Reflecting on the characteristics of an effective leader, the skills and qualities this role entails and the commitment and ongoing awareness to inclusion and diversity within a working service or organisation. -Continuing to support the role of the educational leader to build the capacity of all educators through mentoring and ongoing professional development in planning, critical reflection and evaluating the educational program.

Suggested Resources for Improvement

A philosophy of continuous improvement

<https://wehearyou.acecqa.gov.au/tag/service-philosophy/>

Reviewing your service philosophy

https://www.acecqa.gov.au/sites/default/files/2018-10/QA7_ReviewingYourServicePhilosophy.pdf

QA7 The Role of the Educational Leader

https://www.acecqa.gov.au/sites/default/files/2019-05/QA7_TheRoleOfTheEducationalLeader.pdf

QA7 Educational Leadership and Team Building

https://www.acecqa.gov.au/sites/default/files/2019-05/QA7_EducationalLeadershipAndTeamBuilding.pdf

We Hear You blog: Professional development planning

<https://wehearyou.acecqa.gov.au/2015/04/28/professional-development-planning/>

Transformational leadership

<https://www.acecqa.gov.au/sites/default/files/2021-01/TransformationalLeadership.PDF>