

File Reference:
(if applicable)



National Quality Standard Assessment and Rating Report



Australian Children's
Education & Care
Quality Authority

Service Name Brunswick East Primary School OSHC Service

Service Approval Number SE-00005559

Provider Name Brunswick East Primary School Council

Provider Approval Number PR-00002826

Assessment & Rating
Number ASR-00025951

Report Status

Date Report Completed **16 April
2019**

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 the National Quality Framework](#) (Chapter 3: Part 3-Assessment and rating process) 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 Preschool/Kindergarten

Nominated Supervisor/s **Ranita Swamy**

Educational Leader **Carolyn Harrison**

Primary Contact
(for assessment & rating) **Ranita Swamy**

Quality Improvement Plan
Date Received **22 February 2019**

Visit

Date **27 March 2019**

Authorised officer

Name 1 **Donna Taranto**

Further information

Brunswick East Primary School OSHC Service provides education and care for school age children between 5-12 years old. The service has been operating for 19 years and was previously rated Meeting National Quality Standard. The service utilised an arts and crafts room, gymnasium hall with an adjacent kitchen, and children have access to outdoor areas of the whole school yard. Brunswick East Primary School OSHC Service is governed by the primary school council. There were 11 children in attendance during the before school care program and 98 children in attendance during the after school care program on the day of the assessment and rating visit.

Contact details for service

- Service address: 195a Stewart Street, Brunswick East VIC 3057
- Telephone number: (03) 9387 2631
- Mobile phone number: 0409 380 202
- Email address: swamy.ranita.r@edumail.vic.gov.au

Other details

- Person with management or control: Janet Di Pilla
- Number of places: 106
- Number of children in attendance: 98

Summary comments

Brunswick East Primary School OSHC Service is rated as **Meeting National Quality Standard**.

The values and needs of families and the school community were considered in the delivery of the educational program and the service worked in line with the school to meet those needs.

The service is encouraged to further build on their current program to strengthen ways in which the program could include experiences that promote problem solving, inquiry or investigations. Additionally, the program may also be strengthened through the addition of techniques that promote meaningful scaffolding which can further support learning and development of all children at different stages and ages. The service is encouraged to critically reflect on and embed practices which capture consistent documentation of children's assessments of learning. This may further ensure that the curriculum decision making by educators is focussed on the educational program being linked to and driven by children's individual knowledge, strengths, ideas, culture, abilities and interests.

Brunswick East Primary School OSHC Service is encouraged to continue to build on embedding consistent practice to utilise spontaneous teachable moments. These opportunities assist to extend, embed and scaffold children's learning. Strategies such as open-ended questioning direct engagement in children's play and consistently warm interactions must be considered to further enhancing the overall environment for children.

Educators could benefit by exploring alternative ways to guide children's behaviour and ways in which they could build children's emotional self-regulation skills. Ensuring a consistent approach within this area will support children to develop effective communication techniques and build on their social and emotional wellbeing and children's relationships with each other.

The educators may also wish to further consider ways in which the service can maximise resources available, improve areas such as relaxation and rest areas, to further build on children's sense of belonging.

The educators within the service may wish to further review the *Educators' Guide to the Framework for School Age Care in Australia* and the *Educators' guide to the Early Years Learning Framework* to continue to build on their knowledge in their role within a school age care and preschool age service.

Quality Area 1 – Educational program and practice

Standard 1.1	The educational program 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.
1.1.2	Each child’s current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
1.1.3	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child’s learning.

Demonstration of Exceeding themes for Standard 1.1

Practice is embedded in service operations	No
Practice is informed by critical reflection	No
Practice is shaped by meaningful engagement with families and/or the community	No

Standard 1.1 is rated

Meeting NQS

Evidence for Standard 1.1

Children enhanced their learning through activities and experiences that were based on their interests, such as arts and crafts, card games and active physical play. Curriculum decisions were based on the approved learning framework: My time, Our Place: Framework for School Aged Children. The service included planned educational outcomes into the curriculum such as exploration of literacy and numeracy skills as well as provision of areas to encourage the completion of children’s ongoing art works and school homework. Educators discussed individual children’s interests, abilities and preferences and how these informed the program. Routines at the service provided opportunities for children’s self-help skills such as when children were encouraged to assist younger peers during active outdoor games and all children encouraged to assist with setting up play spaces which combined children’s home resources being shared with peers. Child-centred practices were explored as educators sought further information regarding children’s ideas, culture and interests from families which were fed back into the program such as the projects and sculptural displays.

Quality Improvement Plan notes for Standard 1.1

The service may wish to:

- Critically reflect on practices and consider how the educational programming decisions, including the organisation of flexible routines, could be consistently used to support every child without interrupting children’s play to give age-appropriate choices over their own routines;
- Explore ways in which all educators can embed and further develop comprehensive knowledge of the approved learning framework for school aged children, My Time Our Place to inform curriculum decision making that maximises children’s learning and development.

Standard 1.2	Educators facilitate and extend each child's learning and development.	
1.2.1	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.	Met
1.2.2	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.	Met
1.2.3	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.	Met

Demonstration of Exceeding themes for Standard 1.2

Practice is embedded in service operations	No
Practice is informed by critical reflection	No
Practice is shaped by meaningful engagement with families and/or the community	No

Standard 1.2 is rated

Meeting NQS

Evidence for Standard 1.2

Educators demonstrated deliberate, purposeful and thoughtful decision and actions. Educators were mindful of the opportunities that allowed children the time and space to engage in social context, interactions and conversations. Ideas for planning were sought from children and the service was in the process of spring boarding a five to six year old club to support children to make decisions and choices that influence their program. Educators supported the learning and development of children and set up activities before children's arrival that reflected the children's ideas and interests. Educators moved around the environment and engaged in conversations with children. Children chose resources and activities to engage with throughout the sessions and accommodated requests from parents with regards to providing children opportunities to finish the projects they had been working on.

Quality Improvement Plan notes for Standard 1.2

The service may wish to:

- Engage in critical reflection in order to consistently extend children's learning and development through challenging experiences and interactions that foster high-level critical thinking skills;
- Embed intentional teaching strategies in the program. Consideration may be given to how all educators develop and grow their skills to have sustained conversations, and include complex questioning, speculating, explaining, engaging children in shared thinking and problem solving. Consider how these skills can how this extends each child's learning and development during both planning and spontaneous learning experiences.

Standard 1.3 Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.		
1.3.1	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 on children's learning and development, both as individuals and in groups, drives program planning and implementation.	Met
1.3.3	Families are informed about the program and their child's progress.	Met

Demonstration of Exceeding themes for Standard 1.3

Practice is embedded in service operations	No
Practice is informed by critical reflection	No
Practice is shaped by meaningful engagement with families and/or the community	No

Standard 1.3 is rated

Meeting NQS

Evidence for Standard 1.3

The weekly documentation was in place that reflected the experiences on offer to the children and journals of children's individual assessments of learning were available for families to review. The program plan is discussed and reflected on during a weekly staff meeting, where the nominated supervisor then collates and composes the information into a weekly plan. The display of the weekly program identified the dated days of the week (Monday to Friday) with the proposed activities that each educators was going to implement and monitor. Families were informed of the educational program through displayed recordings from educators and a newsletter which is distributed through email and available to read as a hard copy on site.

Quality Improvement Plan notes for Standard 1.3

The service may wish to:

- Explore strategies to regularly and effectively document individual children's wellbeing and learning and embed how the service effectively manages this as the number of children attending the service fluctuates. Consideration may be given to how this information is consistently used to inform the development of the program and the service may consider supporting children to contribute to documenting their own learning. The service may wish to consider how the relationships with teachers and shared strategies can be used to form the educational program;
- Critically reflect on how ongoing modifications and extensions are documented on the weekly program plan to strengthen the assessment and planning cycle and to support all educators, including possible relief staff to implement the daily program and guide their decision making processes;
- Embed the process for each educator to engage in critically reflective practices and how these are consistently used to review and revise the educational program as well as teaching and learning approaches and how this can support consistent practices across the service.

Quality Area 1 summary

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

No

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

No

Quality Area 1 is rated

Meeting NQS

Quality Area 2 – Children’s health and safety

Standard 2.1 Each child’s health and physical activity is supported and promoted.		
2.1.1	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	Effective illness and injury management and hygiene practices are promoted and implemented.	Met
2.1.3	Healthy eating and physical activity are promoted and appropriate for each child.	Met

Demonstration of Exceeding themes for Standard 2.1

Practice is embedded in service operations	No
Practice is informed by critical reflection	No
Practice is shaped by meaningful engagement with families and/or the community	No

Standard 2.1 is rated

Meeting NQS

Evidence for Standard 2.1

Children were provided with opportunities to rest and relax and read books as they sat on large sofas with cushions and a large ottoman in the music and arts and crafts room. The gymnasium also provided children with the opportunity to sit or lay down on large floor rugs and crash mats. Processes were in place for supporting children’s health and hygiene with hand sterilising stations, and educators prepared tussle tables in the gymnasium for food serving during the afternoon program. A menu provided children and families with the opportunity to be informed of the planned meals. Opportunities for physical activity were facilitated throughout the session with children participating in regular active play in the gymnasium or across the school grounds accessing playground equipment. Injuries were managed by educators, such as when a child had injured his back as he was provided with first aid care and his injury was written up for his parent to read.

Quality Improvement Plan notes for Standard 2.1

The service may wish to:

- Critically reflect on how children can be actively involved in maintaining their health and hygiene practices and how these can be embedded in educators everyday practice;
- Consider how the everyday program provides opportunities for children to investigate, make informed choices and promotes the benefits of healthy eating and physical activity. This may include how children can be involved in planning and food preparation and how activities and discussions about healthy eating are promoted across the service.

Standard 2.2		Each child is protected.
2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.	Met
2.2.2	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.	Met
2.2.3	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

Demonstration of Exceeding themes for Standard 2.2

Practice is embedded in service operations	No
Practice is informed by critical reflection	No
Practice is shaped by meaningful engagement with families and/or the community	No

Standard 2.2 is rated

Meeting NQS

Evidence for Standard 2.2

Reasonable precautions and adequate supervision ensured children were protected from harm and hazard with educators observed adjusting their supervision depending on the area of the service and the skills, age, mix, dynamics and size of the group. The service had recently introduced an 'Area Sheet' in which educators took lead responsibility for observing the children in their specific location. Children were encouraged to write their name in and sign out when moving to other areas of the school grounds. These 'Area Sheets' were then duplicated by the educators and placed at a primary location which parents could observe during collection times. Plans and procedures has been implemented to manage incidents and emergencies and were practised regularly. Procedures had been implement to ensure all staff were aware of their roles and responsibilities to identify and respond to children at risk of abuse or neglect.

Quality Improvement Plan notes for Standard 2.2

The service may wish to:

- Continue to engage with the community to actively raise families' awareness in relation to child protection in a culturally sensitive manner. This may include liaising with community organisations to find ways to present information most appropriately for families at the service;
- Critically reflect on the plans that are in place to ensure effective managements of incidents and emergencies are developed and reviewed in consultation with relevant authorities;
- Embed practices which ensure the service's approach to supporting and promoting children's safety reflects robust debate, discussion, and encourages all educators to take responsibility for children's ongoing safety and the exploration;
- Continue to review and update the risk minimisation plans associated with the services program to ensure that all risks associated with children accessing school environments is robustly discussed, considered and documented;

- Consistently and proactively identify and manage the risks and changes in the service environment throughout the day; and to consistently adjust practice and take precautions, where necessary, to protect children and ensure they are safe and effectively supervised at all times.

Quality Area 2 summary

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

No

Quality Area 2 is rated

Meeting NQS

Quality Area 3 – Physical environment

Standard 3.1	The design of the facilities is appropriate for the operation of a service.	
3.1.1	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.	Met
3.1.2	Premises, furniture and equipment are safe, clean and well maintained.	Met

Demonstration of Exceeding themes for Standard 3.1

Practice is embedded in service operations	No
Practice is informed by critical reflection	No
Practice is shaped by meaningful engagement with families and/or the community	No

Standard 3.1 is rated

Meeting NQS

Evidence for Standard 3.1

The service operated from a shared spaces within the school, consisting of the music arts and crafts room, large gymnasium hall and outdoor spaces. Children’s bathrooms were located outside of the two main designated areas and were located within the school grounds. The gymnasium hall provided educators with access to a kitchenette to prepare the children’s meals and an administration office for the nominated supervisor. The service had access to a school community vegetable garden, which children helped to maintain. Larger scale active sports games could also be accessed on the grass areas of the outdoor oval and children also explored the natural ‘bush’ landscape of the school yard. The school ensured maintenance tasks were completed with professional cleaners attended the service each day. Indoor spaces were of a size that supported groupings of children that minimised ‘wait times’ between children. Educators were observed accommodating experiences and activities that promoted children’s access such as the use of open self-use shelves and adding extra chairs to experiences as needed.

Quality Improvement Plan notes for Standard 3.1

The service may wish to:

- Involve families in critically reflecting on the design of spaces to ensure that the service continues to cater to their needs. Consider seeking feedback and suggestions from children about how the environment could be re-arranged or adapted to best cater to their ideas and emerging interests;
- Critically reflect, individually and together, on the design of the physical environment, and consider how all educators seize opportunities to make changes to strengthen inclusion and participation, and to enhance children’s safety, learning and developmental outcomes;
- Ensure all educators have embedded understanding and practices which consistently aligns with the design and delivery of the educational program.

Standard 3.2	The service environment is inclusive, promotes competence and supports exploration and play-based learning.	
3.2.1	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, 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	The service cares for the environment and supports children to become environmentally responsible.	Met

Demonstration of Exceeding themes for Standard 3.2

Practice is embedded in service operations	No
Practice is informed by critical reflection	No
Practice is shaped by meaningful engagement with families and/or the community	No

Standard 3.2 is rated

Meeting NQS

Evidence for Standard 3.2

The indoor environment allowed children to engage in play as many of the experiences provided offered open-ended and flexible use, such as the crafts table and use of resources and games that children brought from home. Board games, puzzles, beading, drawing, face and body painting were some of the open ended activities children had access to which promoted mastery and success. The service provided recycle bins and recyclable materials that encouraged children to be environmentally friendly as it fed into the programs being explored within the school curriculum. Children had access to the schools large outdoor environments including caring for and feeding the school chickens.

Quality Improvement Plan notes for Standard 3.2

The service may wish to:

- Embedded practices that will assist in maintaining play spaces throughout the day to ensure all children are provided with sufficient opportunities to explored planned experiences that have been re-set and purposefully organised;
- Focus on strengthening the way all educators critically reflect on the flexible use of spaces and resources available. Reflecting on how the younger children are engaged in the planned physical active games, and if the use of the spaces provided can better support all age groups participate in the activities should be explored by all educators;
- Further develop a consistent commitment to caring for natural environments by all children and educators within the service. To begin with educators may wish to ensure they model environmentally sustainable practices consistently and utilise the modelling as discussion points with children.

Quality Area 3 summary

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

No

Quality Area 3 is rated

Meeting NQS

Quality Area 4 – Staffing arrangements

Standard 4.1	Staffing arrangements enhance children's learning and development.	
4.1.1	The organisation of educators across the service supports children's learning and development.	Met
4.1.2	Every effort is made for children to experience continuity of educators at the service.	Met

Demonstration of Exceeding themes for Standard 4.1

Practice is embedded in service operations	No
Practice is informed by critical reflection	No
Practice is shaped by meaningful engagement with families and/or the community	No

Standard 4.1 is rated

Meeting NQS

Evidence for Standard 4.1

The organisation of educator's contributed to quality interactions and positive learning experiences for children. Consideration was given to support familiarity and continuity of learning for children with the use of a pool of relief educators who were familiar with the service community. All educators were suitably qualified and children demonstrated their comfort with educators by confidently engaging with familiar educators as family members were also observed seeking out and discussing their child's needs with key educators.

Quality Improvement Plan notes for Standard 4.1

The service may wish to:

- Consider further strategies educators can use to welcome, reflect and draw on the voices and priorities of the families at the service in particular, family input on ways to support continuity of their child's learning and development at the service;
- Examine how the organisation of educators consistently supports the facilitation of effective and meaningful communication with all families at arrival and departure times;
- Regularly reflect upon opportunities to further build staff cohesion by drawing upon staff strengths and areas of interest to provide a high quality learning environment for children.

Standard 4.2	Management, educators and staff are collaborative, respectful and ethical.	
4.2.1	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 guide practice, interactions and relationships.	Met

Demonstration of Exceeding themes for Standard 4.2

Practice is embedded in service operations	No
Practice is informed by critical reflection	No
Practice is shaped by meaningful engagement with families and/or the community	No

Standard 4.2 is rated

Meeting NQS

Evidence for Standard 4.2

The service supported the collaboration of educators through regular network meetings and mentor programs that promoted open communication, information sharing and development of common understandings and objectives. Interactions between management, educators and school staff were guided by a staff code of conduct, position descriptions and service policies and procedures. Educators received an induction process which included a staff handbook, online training, review and explanation of the policies and procedures and information about the Early Childhood Australian Code of Ethics. A positive atmosphere was created for children as educators respectfully communicated with one another through discussions about daily routines and operations of the program.

Quality Improvement Plan notes for Standard 4.2

The service may wish to:

- Critically reflect on the practices of all staff members to ensure consistent high quality practices, and professional standards that are embedded for each individual staff member;
- Meaningfully engage with each other, the families and/or school community to critically reflect on identifying and implementing opportunities to strengthen the own ethical and professional knowledge and practices;
- Strengthen the way educators make decisions and problem solve in regards to any issues that may arise that highlight the need to further reflect on the voices and perspectives of all families;
- Embed a culture of professional enquiry which supports all educators to develop and enhance their practices, reflect on their practices, share their skills and understandings and engage in professional conversations that challenge their beliefs and generate new ideas. Find was in which to capture this professional collaboration so that it can be referenced during ongoing planned and spontaneous meetings.

Quality Area 4 summary

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

No

Quality Area 4 is rated

Meeting NQS

Quality Area 5 – Relationships with children

Standard 5.1 Respectful and equitable relationships are maintained with each child.		
5.1.1	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.	Met
5.1.2	The dignity and rights of every child are maintained.	Met

Demonstration of Exceeding themes for Standard 5.1

Practice is embedded in service operations	No
Practice is informed by critical reflection	No
Practice is shaped by meaningful engagement with families and/or the community	No

Standard 5.1 is rated

Meeting NQS

Evidence for Standard 5.1

Educators used positive re-enforcement and encouragement as children participated in experiences such as making dream catchers, and chalk drawings on the ground. This supported secure and respectful relationships that established positive and confident young children. The educators enabled children to make choices through the provision of experiences that children chose to have access and autonomy over. Children who wished to move from one experience to another during the session times were able to, with collaboration with educators. This free flow between experiences provided children with opportunities to exercise their trust and build their confidence to become involved learners.

Quality Improvement Plan notes for Standard 5.1

The service may wish to:

- Further focus on embedding the service's practices in relation to all interactions between all educators and children to actively support children to feel secure, confident and equally included at all times;
- Critically reflecting together to engage in regular robust debate and discussion on how relationships with children respect the dignity and rights of each child in care;
- Support all educators to demonstrate self-awareness and purposeful in the consideration of the curriculum perspectives that influence their practice across the service;
- Encourage all educators to draw upon information that families share to build and nurture respectful, supportive relationships with each individual child.

Standard 5.2	Each child is supported to build and maintain sensitive and responsive relationships.	
5.2.1	Children are supported to collaborate, learn from and help each other.	Met
5.2.2	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.	Met

Demonstration of Exceeding themes for Standard 5.2

Practice is embedded in service operations	No
Practice is informed by critical reflection	No
Practice is shaped by meaningful engagement with families and/or the community	No

Standard 5.2 is rated

Meeting NQS

Evidence for Standard 5.2

Group tasks and open ended experiences such as building blocks, beading, puzzles and body painting, offered children opportunities to learn how to work with others collaboratively and supported social skills. The 'buddy program' between the senior school age children and foundation group enabled children to build skills and supported younger children to develop life and social skills. Group time experiences such as board games and puzzles enabled children to engage in cooperative behaviour, taking turns and encouraged children to listen to peer ideas which supported problem solving. Behaviour guidance was supported with clear instructions about the session's routine and reinforcement of rules through discussions. Educators engaged with children during moments of conflict to support their negotiations and discussed appropriate behaviour with the school aged children to assist them to regulate their own behaviour.

Quality Improvement Plan notes for Standard 5.2

The service may wish to:

- Strengthen educators skills when guiding children's behaviours to consistently align with the schools values and service policy to provide an inclusive environment for all children in care;
- Consider the input from families including their strengths, culture and values and where possible the behaviour guidance approaches used in the home environment to support children to develop and maintain sensitive and responsive relationships;
- Critically reflect as a team to ensure that the service approach to supporting children continues to build and maintain sensitive and responsive relationships that align with the service philosophy.

Quality Area 5 summary

For Quality Area 5, is there a significant risk to the health, safety or wellbeing of children?

No

Quality Area 5 is rated

Meeting NQS

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.	
6.1.1	Families are supported from enrolment to be involved in the service and contribute to service decisions.	Met
6.1.2	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	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.	Met

Demonstration of Exceeding themes for Standard 6.1

Practice is embedded in service operations	Yes
Practice is informed by critical reflection	Yes
Practice is shaped by meaningful engagement with families and/or the community	Yes

Standard 6.1 is rated

Exceeding NQS

Evidence for Standard 6.1

From enrolment, families were supported and collaborative partnerships were built as educators modified their approaches to assist new families feel included. There was an effective enrolment and orientation process in place to support families to share in decision making about their child's learning and wellbeing and individual phone conversations upon enrolment informed the service of children's individual needs. Parent's culture, values and beliefs were acknowledged as educators took time to discuss and unpack the information being provided with each other to ensure consistency was maintained with regards to cultural practices. Current information was accessible to families about relevant community services and resources to support parent and family wellbeing.

In addition:

Educators consistently engaged collaboratively and respectfully with families and members of the school community which resulted in supportive relationships that achieved quality outcomes for children. Intentional consideration and critical reflection had been given to the ways in which the service engaged with and supported the families and school community to support participation, contribution and engagement by all members of the service and community. This resulted in families having input in the projects that the service were working on which included gender-bias discoveries within the curriculum and the deeper cultural values which steamed from families and the school community perspectives.

Standard 6.2	Collaborative partnerships enhance children's inclusion, learning and wellbeing.	
6.2.1	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.	Met
6.2.2	Effective partnerships support children's access, inclusion and participation in the program.	Met
6.2.3	The service builds relationships and engages with its community.	Met

Demonstration of Exceeding themes for Standard 6.2

Practice is embedded in service operations	Yes
Practice is informed by critical reflection	Yes
Practice is shaped by meaningful engagement with families and/or the community	Yes

Standard 6.2 is rated

Exceeding NQS

Evidence for Standard 6.2

Efficient procedures were in place to support children's transitions as the service had well established relationships with the school and early learning centres within the local community. Educators placed a focus on engaging with all children as they supported access and participation, in particular ensuring that inclusion support agencies were included in the program as they were addressing children's individual needs. Community engagement by the service resulted in images, art displays, books and resources that provided a balanced view of the contemporary community which surrounded the service. The program supported children's understandings of the community within which they lived as educators used children's words and perspectives when describing their completed art pieces.

In addition:

Embedded practices in service operations lead to collaborative partnerships within the community which constantly enhanced children's inclusion, learning and wellbeing. Children's transitions were supportive and educators demonstrated purposeful and critically reflective practices. The service regularly engaged with the wider community through the families at the service and the school. This resulted in partnerships with art galleries, local government art initiatives and community groups participating and contributing to the program.

Quality Area 6 summary

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

No

Quality Area 6 is rated

Exceeding NQS

Quality Area 7 – Governance and leadership

Standard 7.1 Governance supports the operation of a quality service.		
7.1.1	A statement of philosophy guides all aspects of the service's operations	Met
7.1.2	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 are clearly defined, and understood, and support effective decision making and operation of the service.	Met

Demonstration of Exceeding themes for Standard 7.1

Practice is embedded in service operations	No
Practice is informed by critical reflection	No
Practice is shaped by meaningful engagement with families and/or the community	No

Standard 7.1 is rated

Meeting NQS

Evidence for Standard 7.1

The ongoing review of the service philosophy, which included the school philosophy, by all educators and families enabled a shared understanding of the role of the service. The review process encouraged a commitment of educators to share the service vision and review the legislative requirements. New staff were made aware of their responsibilities through a thorough induction process that explained their roles, responsibilities and expectations. Educators were supported with guidance from the nominated supervisor and educational leader. Risks were managed in a timely manner and the service had effective systems to support the operations of the service. The school principal and volunteer Committee of Management along with and full time nominated supervisor supported the service to ensure that records and procedures were in place to support the compliance and service operations.

Quality Improvement Notes for Standard 7.1

The service may wish to:

- Build on confidence, knowledge and skills within staff to further support their ability to contribute to the services decision making process;
- Critically reflect and engage in regular reviews of daily practices within the service and continue to develop the statement of philosophy aligning it to the services diverse community;
- Critically reflect on ways to involve all educators in regular review of systems, policies and procedures to ensure that they align with the service philosophy are responsive to feedback and drive high quality practices across the service.

Standard 7.2	Effective leadership builds and promotes a positive organisational culture and professional learning community.	
7.2.1	There is an effective self-assessment and quality improvement process in place.	Met
7.2.2	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.	Met
7.2.3	Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.	Met

Demonstration of Exceeding themes for Standard 7.2

Practice is embedded in service operations	No
Practice is informed by critical reflection	No
Practice is shaped by meaningful engagement with families and/or the community	No

Standard 7.2 is rated

Meeting NQS

Evidence for Standard 7.2

Regular monthly updates of the Quality Improvement Plan enabled the service to utilise the plan for continuous improvement and identify new goals as part of an effective cycle. Some improvements include the current development of an online parent portal. A culture of ongoing self-review through the PDP cycle enable staff to self-assess, identify goals and construct a development plan in conjunction with the nominated supervisor and educational leader. Through optional weekly meetings the educational leader was able to guide and develop educators' understanding about both play based and leisure based learning building educators knowledge, skills and professionalism.

Quality Improvement Notes for Standard 7.2

The service may wish to:

- Consider a variety of ways to consistently promote a positive culture of professional learning, which can further support all members of the team to meaningfully contribute to the quality improvement process;
- Embed practices which promote critical reflection across the leadership team and all educators to identify goals and opportunities to strengthen their performance and practices. Review and evaluate how this information is captured in an ongoing and effective manner;
- Consider how the educational leaders could be further supported to embed and build on staff ability to critically reflect on the educational programming decisions and practice;
- Provide further opportunities for families to provide meaningful and relevant feedback and to utilise the feedback of families as an everyday aspect of daily service operations.

Quality Area 7 summary

For Quality Area 7, is there a significant risk to the health, safety or wellbeing of children?

No

Quality Area 7 is rated

Meeting NQS

Assessment and rating summary

Quality Area 1 is rated	Meeting NQS
Quality Area 2 is rated	Meeting NQS
Quality Area 3 is rated	Meeting NQS
Quality Area 4 is rated	Meeting NQS
Quality Area 5 is rated	Meeting NQS
Quality Area 6 is rated	Exceeding NQS
Quality Area 7 is rated	Meeting NQS
Overall rating	Meeting NQS

Quality improvement plan notes summary

Quality Area 1

Standard 1.1

The service may wish to:

- Critically reflect on practices and consider how the educational programming decisions, including the organisation of flexible routines, could be consistently used to support every child without interrupting children's play to give age-appropriate choices over their own routines;
- Explore ways in which all educators can embed and further develop comprehensive knowledge of the approved learning framework for school aged children, My Time Our Place to inform curriculum decision making that maximises children's learning and development.

Standard 1.2

The service may wish to:

- Engage in critical reflection in order to consistently extend children's learning and development through challenging experiences and interactions that foster high-level critical thinking skills;
- Embed intentional teaching strategies in the program. Consideration may be given to how all educators develop and grow their skills to have sustained conversations, and include complex questioning, speculating, explaining, engaging children in shared thinking and problem solving. Consider how these skills can how this extends each child's learning and development during both planning and spontaneous learning experiences.

Standard 1.3

The service may wish to:

- Explore strategies to regularly and effectively document individual children's wellbeing and learning and embed how the service effectively manages this as the number of children attending the service fluctuates. Consideration may be given to how this information is consistently used to inform the development of the program and the service may consider supporting children to contribute to documenting their own learning. The service may wish to consider how the relationships with teachers and shared strategies can be used to form the educational program;
- Critically reflect on how ongoing modifications and extensions are documented on the weekly program plan to strengthen the assessment and planning cycle and to support all educators, including possible relief staff to implement the daily program and guide their decision making processes;
- Embed the process for each educator to engage in critically reflective practices and how these are consistently used to review and revise the educational program as well as teaching and learning approaches and how this can support consistent practices across the service.

Quality Area 2	
Standard 2.1	<p>The service may wish to:</p> <ul style="list-style-type: none"> • Critically reflect on how children can be actively involved in maintaining their health and hygiene practices and how these can be embedded in educators everyday practice; • Consider how the everyday program provides opportunities for children to investigate, make informed choices and promotes the benefits of healthy eating and physical activity. This may include how children can be involved in planning and food preparation and how activities and discussions about healthy eating are promoted across the service.
Standard 2.2	<p>The service may wish to:</p> <ul style="list-style-type: none"> • Continue to engage with the community to actively raise families' awareness in relation to child protection in a culturally sensitive manner. This may include liaising with community organisations to find ways to present information most appropriately for families at the service; • Critically reflect on the plans that are in place to ensure effective managements of incidents and emergencies are developed and reviewed in consultation with relevant authorities; • Embed practices which ensure the service's approach to supporting and promoting children's safety reflects robust debate, discussion, and encourages all educators to take responsibility for children's ongoing safety and the exploration; • Continue to review and update the risk minimisation plans associated with the services program to ensure that all risks associated with children accessing school environments is robustly discussed, considered and documented; • Consistently and proactively identify and manage the risks and changes in the service environment throughout the day; and to consistently adjust practice and take precautions, where necessary, to protect children and ensure they are safe and effectively supervised at all times.
Quality Area 3	
Standard 3.1	<p>The service may wish to:</p> <ul style="list-style-type: none"> • Involve families in critically reflecting on the design of spaces to ensure that the service continues to cater to their needs. Consider seeking feedback and suggestions from children about how the environment could be re-arranged or adapted to best cater to their ideas and emerging interests; • Critically reflect, individually and together, on the design of the physical environment, and consider how all educators seize opportunities to make changes to strengthen inclusion and participation, and to enhance children's safety, learning and developmental outcomes;

	<ul style="list-style-type: none"> • Ensure all educators have embedded understanding and practices which consistently aligns with the design and delivery of the educational program.
<p>Standard 3.2</p>	<p>The service may wish to:</p> <ul style="list-style-type: none"> • Embedded practices that will assist in maintaining play spaces throughout the day to ensure all children are provided with sufficient opportunities to explored planned experiences that have been re-set and purposefully organised; • Focus on strengthening the way all educators critically reflect on the flexible use of spaces and resources available. Reflecting on how the younger children are engaged in the planned physical active games, and if the use of the spaces provided can better support all age groups participate in the activities should be explored by all educators; • Further develop a consistent commitment to caring for natural environments by all children and educators within the service. To begin with educators may wish to ensure they model environmentally sustainable practices consistently and utilise the modelling as discussion points with children.
<p>Quality Area 4</p>	
<p>Standard 4.1</p>	<p>The service may wish to:</p> <ul style="list-style-type: none"> • Consider further strategies educators can use to welcome, reflect and draw on the voices and priorities of the families at the service in particular, family input on ways to support continuity of their child’s learning and development at the service; • Examine how the organisation of educators consistently supports the facilitation of effective and meaningful communication with all families at arrival and departure times; • Regularly reflect upon opportunities to further build staff cohesion by drawing upon staff strengths and areas of interest to provide a high quality learning environment for children.
<p>Standard 4.2</p>	<p>The service may wish to:</p> <ul style="list-style-type: none"> • Critically reflect on the practices of all staff members to ensure consistent high quality practices, and professional standards that are embedded for each individual staff member; • Meaningfully engage with each other, the families and/or school community to critically reflect on identifying and implementing opportunities to strengthen the own ethical and professional knowledge and practices; • Strengthen the way educators make decisions and problem solve in regards to any issues that may arise that highlight the need to further reflect on the voices and perspectives of all families; • Embed a culture of professional enquiry which supports all educators to develop and enhance their practices, reflect on their practices, share their skills and understandings and engage in professional conversations that challenge their beliefs and

	generate new ideas. Find was in which to capture this professional collaboration so that it can be referenced during ongoing planned and spontaneous meetings.
Quality Area 5	
Standard 5.1	<p>The service may wish to:</p> <ul style="list-style-type: none"> • Further focus on embedding the service’s practices in relation to all interactions between all educators and children to actively support children to feel secure, confident and equally included at all times; • Critically reflecting together to engage in regular robust debate and discussion on how relationships with children respect the dignity and rights of each child in care; • Support all educators to demonstrate self-awareness and purposeful in the consideration of the curriculum perspectives that influence their practice across the service; • Encourage all educators to draw upon information that families share to build and nurture respectful, supportive relationships with each individual child.
Standard 5.2	<p>The service may wish to:</p> <ul style="list-style-type: none"> • Strengthen educators skills when guiding children’s behaviours to consistently align with the schools values and service policy to provide an inclusive environment for all children in care; • Consider the input from families including their strengths, culture and values and where possible the behaviour guidance approaches used in the home environment to support children to develop and maintain sensitive and responsive relationships; • Critically reflect as a team to ensure that the service approach to supporting children continues to build and maintain sensitive and responsive relationships that align with the service philosophy.
Quality Area 6	
Standard 6.1	
Standard 6.2	
Quality Area 7	
Standard 7.1	<p>The service may wish to:</p> <ul style="list-style-type: none"> • Build on confidence, knowledge and skills within staff to further support their ability to contribute to the services decision making process; • Critically reflect and engage in regular reviews of daily practices within the service and continue to develop the statement of philosophy aligning it to the services diverse community; • Critically reflect on ways to involve all educators in regular review of systems, policies and procedures to ensure that they align with the service philosophy are

	responsive to feedback and drive high quality practices across the service.
Standard 7.2	<p>The service may wish to:</p> <ul style="list-style-type: none">• Consider a variety of ways to consistently promote a positive culture of professional learning, which can further support all members of the team to meaningfully contribute to the quality improvement process;• Embed practices which promote critical reflection across the leadership team and all educators to identify goals and opportunities to strengthen their performance and practices. Review and evaluate how this information is captured in an ongoing and effective manner;• Consider how the educational leaders could be further supported to embed and build on staff ability to critically reflect on the educational programming decisions and practice;• Provide further opportunities for families to provide meaningful and relevant feedback and to utilise the feedback of families as an everyday aspect of daily service operations.