

File Reference:
(if applicable)



Australian Children's
Education & Care
Quality Authority

National Quality Standard Assessment and Rating Report

Service Name

Goolwa Children's Centre for Early Childhood Development and Parenting

Service Approval Number

SE-00010436

Provider Name

Department for Education and Child Development

Provider Approval Number

PR-00006069

Assessment & Rating Number

ASR-00020140

Report Status

Final

Date Report
Completed

30 October
2017

About this report

Purpose

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

The goals of the report are to provide:

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

The rating system

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

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

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

Assessment and rating visit details

Type of service

Long Day Care	<input type="checkbox"/>	Outside School Hours Care (OSHC)	<input type="checkbox"/>
Family Day Care	<input type="checkbox"/>	Preschool/Kindergarten	<input checked="" type="checkbox"/>
Nominated Supervisor	Jillian		
Educational Leader	Jillian Griffin		
Primary Contact (for assessment & rating)	Jillian Griffen		
Quality Improvement Plan Date Received	17 August 2017		

Visit/s

Date	30 August 2017
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Authorised officers

Name 1	Susan Burt-Price
Name 2	

Further information (if applicable)

Goolwa Children's Centre is a rural integrated service offering long day care for 50 weeks of the year combined with a Department for Education and Child Development (DECD) preschool offering a preschool program for children the year prior to starting school. Many families access both services to meet their specific needs. A playgroup also runs each Friday morning. The centre has a joint leadership team consisting of the director of the preschool and the assistant director who oversees the child care facility. Children who attend the child care facility are grouped together across the whole age range of birth to five years of age in family grouping.

Child care is offered in the Mulga room and the preschool is offered in the Hive.

There is an established governing council, whose membership comprises of parents, the director and staff representatives. Policies and procedures in in place to support practice across the whole site and are guided by DECD, The National Quality Standard (NQS) and the governing council.

The centre offers an extensive range of programs and initiatives for families to be involved with. This includes support groups like a Nanas group, antenatal group, parenting programs as well as workshops and craft sessions that are offered on site. The centre has strong links with the Child and Family Health Service team (CAFHS) the Community Development Coordinator, Family Services Coordinator, speech and occupational services who are all based at the service.

Quality Area 1 – Educational program and practice

Standard 1.1	An approved learning framework informs the development of a curriculum that enhances each child's learning and development.	
1.1.1	Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.	Met
1.1.2	Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.	Met
1.1.3	The program, including routines, is organised in ways that maximise opportunities for each child's learning.	Met
1.1.4	The documentation about each child's program and progress is available to families.	Met
1.1.5	Every child is supported to participate in the program.	Met
1.1.6	Each child's agency is promoted, enabling them to make choices and decisions and influence events and their world.	Met

Evidence for Standard 1.1

The Early Years Learning Framework (EYLF) is used positively to guide the program and extend each child's learning and development outcomes. Children can initiate and lead some activities whilst exploring and investigating the resources and activities that have been made available. The program can be seen to reflect children's ideas, interests and abilities. During discussion with team leaders across the centre the changes that have recently been introduced and developed are making a positive impact on curriculum planning and decision making which was evident in practice observed.

It was observed by the authorised officer that children are supported during routines and key times of the day to ensure that their learning is sustained, with routines that are very flexible supporting children in making choices and enabling educators to meet children's individual needs as much as possible. Refer to standard 2.1. and 6.2.

Children's current ideas are documented and were seen to be included in the program. Educators use their knowledge of each child to prompt their discussions with the children and encourage their suggestions and ideas. For example, in the preschool room small group time consisted of a story about transport. The children were then able to draw a method of transport of their choice and discuss this with the group alongside the educator. Discussion covered points like the different parts of the vehicle, size of wheel and colour. Educators then supported children by recording their chosen comments.

Displays across the centre confirm educators understanding of how children's ideas, interests and abilities are used at the service to scaffold children's learning. For example, reflection books detail observations of individual and group experiences and learning. Educators use this knowledge and take cues from the children to support curriculum development. For example, educators explained

that they used to sing a 'tidy up' song with the children. On reflection the educators realised that the children began to disengage with the process during the term and didn't respond. Educators now discuss the tidy up process with the children and adopt different approaches.

Information and documentation about children's learning is provided for families in a variety of ways through the use of individual learning journals, observations, individual learning plans and learning statements with future goals identified, as well as annotated photographic displays that feature across the centre. Reflective project books are available covering a range of events and topics like community involvement and sustainability that children have been involved with. Visual programs are displayed for both the child care facility and the preschool. Educators have begun to use a software program called Seesaw, which will allow families to view their child's participation in the program.

Children who have been identified as needing support to engage fully in the program and develop their social interactions have specific plans in place to enhance their participation. The program has reflected positively some very specific needs of children. For example, in the preschool small group work, involving numeracy and literacy is planned for some children that complement the main program. An educator from the child care facility explained how they planned long periods of time supporting and comforting a baby on their first few days at the centre whilst engaging with them in play and activities and their primary care routines.

Children's agency is promoted across the centre supporting them to make choices and decisions during the daily routines. For example, inside/outside play is available for most of the day. There are opportunities for children to choose to play individually or in small groups, with time planned for periods of uninterrupted play. In the preschool children can take snack when they choose and in the child care facility lunch and sleep times are focused on children's preferences and needs. It was observed that children were consulted and supported to make decisions. For example, in the preschool, educators were heard asking a child if they could photocopy and keep their work so that they could take some work home and also keep some work for the learning journal.

Standard 1.1 is rated

Meeting NQS

Standard 1.2	Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.	
1.2.1	Each child's learning and development is assessed as part of an ongoing cycle of planning, documentation and evaluation.	Met
1.2.2	Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.	Met
1.2.3	Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.	Met

Evidence for Standard 1.2

Children's learning and development is assessed as part of the ongoing cycle of weekly planning used at the centre and incorporates children's current interests, previous learning and new ideas. All educators contribute to gathering information on individual and groups of children that support the development of children's learning stories and individual learning plans with team leaders and early childhood teachers taking a lead in this process. This is undertaken in a variety of ways across the centre and includes focus groups of children and primary care groups.

Observations are recorded for each child which informs the child's learning story and is included in their learning journal. Group observations are recorded in project reflection books and annotated displays of children's experiences.

Documentation includes analysis of learning that has taken place with future learning identified. Collaboration with families and their feedback is also used to establish future planning. Ongoing observations are then undertaken which monitor children's progress towards these goals and any other achievements or significant points to note that take place.

As previously mentioned educators have focused on developing the cycle of planning, observation and evaluation used at the centre. Children's emerging and changing interests inform the program and are recorded with links to each of the five EYLF learning outcomes identified for most children. Following evaluation of each child's development, children's next steps or more opportunities to consolidate learning are identified if needed.

Critical reflection of the children's learning and engagement in the program takes place and is recorded in individual children's observations, learning stories and in displays that show the children's learning and participation in the program. Educators in the preschool complete a statement of learning at the end of Term 1 and Term 3 for each child that links to the five outcomes of the EYLF and uses the numeracy and literacy indicators to assess children's development in these areas. In the child care facility practice is being developed to use the program and experiences on offer to cover the breadth of the five outcomes in an age appropriate way.

Educators have just begun to participate in reflections which are professional discussions on individual and groups of children as well as practice, routines and performance. Refer to standard 4.2.

Standard 1.2 is rated

Meeting NQS

Quality Area 1 summary

QA1 Minor Adjustment Notes

QA1 Quality Improvement Plan Notes

QA1 Compliance Notes

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

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 is promoted.	
2.1.1	Each child’s health needs are supported.	Not Met
2.1.2	Each child’s comfort is provided for and there are appropriate opportunities to meet each child’s need for sleep, rest and relaxation.	Met
2.1.3	Effective hygiene practices are promoted and implemented.	Met
2.1.4	Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines.	Met

Evidence for Standard 2.1

Information on children’s specific health needs is available and stored confidently in the staff room with copies located in each room for educators as appropriate to individual children’s needs. However, details varied across the five rooms and it was identified at the assessment and rating visit that some health care action plans were out of date, some were outside the review date and some did not apply to children anymore. Details supplied on plans provided by doctors also lacked information like start dates. It was also identified that this practice did not comply with centres Medical Allergy and Anaphylaxis Enrolment and Management requirement.

The centre took immediate action on the day of the assessment and rating to rectify the identified issues. This has resulted in:

- the service developing processes to ensure all new plans issued by medical practitioners will have start dates and review dates that will be checked by educators upon receipt from the family
- contacting parents to ensure updated plans were sought from their medical practitioner
- a review of the process for the storage and accessibility of plans and implementing changes to the centre processes.

Appropriate arrangements are made for all children to sleep and take regular rest during the day with a range of opportunities provided to ensure that they are comfortable. The younger children's needs are accommodated with flexible sleep routines throughout the day. There are two separate sleep rooms provided with cots for babies with stretcher beds also available. These rooms are organised so that babies sleep separately without any interruptions to their routines. Across the centre cushions, soft couches and cubby areas are organised with quieter activities planned for those children who do not need to sleep but can rest and relax. The environment organised by educators to ensure that each child's needs were met. Educators were observed recording regular sleep checks on sleeping babies in the cot rooms.

Positive hygiene practices are reinforced for the children with posters and friendly reminders on display. Educators are positive role models and demonstrate a commitment to promoting good hygiene practices with educators observed wearing gloves and offering gentle reminders to children

to cover their mouths when coughing. Younger children were supported to wash hands and wipe their faces before lunch. Posters and displays are placed across the centre to remind and encourage children to wash their hands at meal times, after toileting and when they have wiped their own nose.

Policies in place support effective practice in the control of infectious diseases with educators fully aware of the current requirements with regard to notification and exclusion. The centre uses *Staying healthy in child care* to guide and inform practice. Information is displayed for families regarding infectious diseases, immunisations, symptoms of childhood illnesses and points of contact for out of hours medical treatment. When the centre is notified of a confirmed case of any infectious disease a fact sheet is displayed for families and visitors to see.

Information received following the draft assessment and rating report was intended to be an application for re-assessment of Quality Area 2, Standard 2.1. Therefore this has not been considered as feedback and does not support changing the rating for this standard.

Standard 2.1 is rated

Working Towards NQS

Standard 2.2	Healthy eating and physical activity are embedded in the program for children.	
2.2.1	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.	Met
2.2.2	Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.	Met

Evidence for Standard 2.2

Information regarding healthy eating is displayed for families with the centre operating a 'water only policy' with drinking water readily available to top up children's bottles during the day. Families provide all food for their children including breakfast, lunch, snacks and fruit donations. Parents are also able to provide breast milk for bottle feeds or return to feed their children themselves.

Strategies are in place to sensitively talk with families and suggest alternative, healthier options with children sensitively encouraged to take home food that is sent which does not reflect the centre healthy eating policy. Visual cues are displayed in the entrance foyer and kitchen areas, with information also available to parents regarding healthy lunch box options and suggested recipes. During the assessment and rating visit educators were observed monitoring children's lunch boxes and making suggestions to the children that they eat their sandwich first followed by a piece of fruit. Educators explained that they would approach parents sensitively to discuss if items contained within the children's lunch box did not reflect the centre healthy eating policy.

Children have opportunities throughout the day to be involved in planned and spontaneous physical activities both inside and outside. Outside there is a range of equipment that children can use to initiate climbing, pushing, riding, digging and watering. Climbing apparatus supports children to develop their physical abilities with recycled tyres, ramps and hoops available. Indoor/outdoor free flow play is offered across the centre for most of the day.

Physical development is also supported indoors with groups of children observed across the centre taking part in action games and rhymes. There are opportunities for fine and gross motor skills to be developed and supported according to children's interests and abilities. Floor space is organised by educators to promote children's participation in physical activities with resources like playdough, construction, drawing and painting.

Standard 2.2 is rated

Meeting NQS

Standard 2.3	Each child is protected.
2.3.1	Children are adequately supervised at all times. Met
2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury. Met
2.3.3	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented. Met
2.3.4	Educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect. Met

Evidence for Standard 2.3

The front entrance to the centre is only accessible by intercom and a secure key pad in the childcare and preschool from the main entrance foyer, which is supervised by the centres reception staff. Educators are deployed appropriately across each the centre to ensure every child's safety and wellbeing is supported and monitored. Educator to child ratios operate above the minimum requirements which further ensure children's safety and wellbeing. Strategies are in place to support educators to ensure adequate supervision of children both inside and outside and in areas that are not always visible, allowing children's independence from adults. For example, educators were observed undertaking regular checks on children's movement between cubby areas and outside areas.

Signs are displayed around the centre to ensure that hazardous materials are kept locked away with information regarding safe nappy changing routines displayed in bathroom areas alongside requirements for personal protective clothing like gloves, hand washing and sanitising.

Risk assessments are undertaken when a new activity or piece of equipment is introduced. Recently educators have been monitoring the risk of snakes and using visual cues to support children's understanding of what to do if a snake is seen in the garden.

Emergency evacuation plans and procedures are displayed across the centre and in every room. This procedure is rehearsed each term across the whole centre. Practices are varied to cover all types of evacuation including lock down, with the dates of the evacuation recorded and evaluated. Workplace emergency procedures and contact numbers are also displayed. These procedures were also explained to the authorised officer on arrival during site induction.

Educators are aware of the preschools child protection policy and have an appropriate understanding of their duty of care being mandated notifiers. The ECT confirmed their understanding of procedures in relation to the Child Abuse Report Line (CARL) with the director describing the referral process recently followed. The child protection curriculum is included within the program to support children's understanding of 'keeping safe'.

Standard 2.3 is rated

Meeting NQS

Quality Area 2 summary

QA2 Minor Adjustment Notes

QA2 Quality Improvement Plan Notes

QA2 Compliance Notes

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

No

Quality Area 2 is rated

Working Towards NQS

Quality Area 3 – Physical environment

Standard 3.1	The design and location of the premises is appropriate for the operation of a service.	
3.1.1	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.	Met
3.1.2	Premises, furniture and equipment are safe, clean and well maintained.	Met
3.1.3	Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space.	Met

Evidence for Standard 3.1

The centre operates from a purpose-built building that supports the child care facility and preschool to operate independently from each end of the site. There is a central entrance foyer, which is welcoming for families, an administration area with information displayed regarding parenting and child development and community facilities that promote and offer families the opportunity to access services in one place.

The preschool and childcare facilities operate from their own rooms and each has independent outdoor play areas that can also be shared during the day by opening the gate. This was observed during the assessment and rating visit as children of all ages mixed together to play and enjoy time with their siblings. Each room has a separate quiet area that is available for small group work with children.

There is a separate kitchen area that is located centrally between the child care facilities and the preschool room. There are also facilities for storage and a laundry. Educators have access to a staff room and planning room along with the main office.

There is a suitable range of child-sized furniture and materials available. Children have access to small tables and chairs, benches, soft seating, mats and carpeted areas. The indoor area is organised to provide spaces for children to play in small groups or individually. 'Base' areas are provided for children to pursue activities of interest and explore resources that allow for open ended play and exploration. For example, low shelving displays a collection of shells, bark, stones, and wood that children can investigate.

Processes are in place to ensure that equipment is clean, safe and well maintained. Resources and play equipment were observed to be clean and in good condition, a maintenance program is in place with a cleaning service provided daily after hours, as well as educators tidying up and cleaning when necessary throughout the session. All equipment is maintained with educators explaining that resources and equipment are checked periodically to ensure these are clean and safe.

Facilities support interaction between the indoor and outdoor environment which encourage each child to participate in the program. For example, there are smaller cosy areas as well as large open spaces, children can move around between areas that have been organised for role play, group games as well as areas for using art materials, creating and exploring. Outside vegetables are growing in the centres garden which children visit in small groups under the supervision of educators.

Standard 3.2	The environment is inclusive, promotes competence, independent exploration and learning through play.	
3.2.1	Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.	Met
3.2.2	Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the program and allow for multiple uses.	Met

Evidence for Standard 3.2

Indoor and outdoor spaces have been organised to provide an interesting environment for the children that allows for flexibility and the chance for children to explore according to children's individual needs and includes experiences that support the children's independent play. For example, opportunities are provided for role play, digging in sand and mud, as well as an outdoor kitchen area and hammock swing. There are some areas of natural grass situated across the site with a hill and bike track that have been created in the preschool outdoor area.

Inside the premises most equipment is displayed at a low level and readily accessible to the children at all times. Shelving allows the children to select resources of interest. For example, in the preschool room there was a range of natural materials and objects for weighing that encourage children's interest. In the child care facility dinosaurs were placed amongst fauna and there were opportunities to support fine motor skills with threading and playdough available.

Some culturally diverse materials and resources were available in the preschool room. For example, there are dolls representing different skin colour, puzzles and books that reflect other cultures as well as recycled cooking utensils and musical instruments. This was not so evident in the child care facility.

Children were observed during the assessment and rating visit actively engaged in their environment which reflected their current interests and supported flexibility. This was verified by the program planning and educator's comments with regard to the environment and individual children's development.

Standard 3.2 is rated

Meeting NQS

Standard 3.3	The service takes an active role in caring for its environment and contributes to a sustainable future.	
3.3.1	Sustainable practices are embedded in service operations.	Met
3.3.2	Children are supported to become environmentally responsible and show respect for the environment.	Met

Evidence for Standard 3.3

Educators at the centre have developed sustainable practices which are implemented in the program and everyday operations. For example, recycling bins are available and were seen being used by educators and children for paper, with waste food scraps collected at the tables. An educator was observed asking a child in the child care facility if they could remember which bin to place their wrapper in and which bin to place their food in. The child proceeded to use the correct bin and smiled at the educator who smiled back.

The centre, being purpose built, has solar panels and has secured rain water plumbing use to in the toilet areas.

In the outdoor area, recycled pots and pans are used in the sand pit and digging areas with recycled materials such as wood chips, stones and sticks available in everyday play experiences for the children. Families support by collecting and donating recyclable materials for craft.

Practices included:

- collecting suitable food scraps for a staff member’s chickens
- maintaining a worm farm where children prepare food to feed to the worms
- recycling outdoor equipment like tyres, tree stumps and crates
- incursions in the program such as the local council presenting to the children how different types of waste can be recycled.

Evidence was seen in previous programs and in group learning story folders of how children have been involved in caring for their environment when planting and caring for the centre's veggie garden.

The authorised officer observed missed opportunities to reinforce sustainable practices or support the children's learning at the centre, with little or no narrative provided by educators for the children with regard to recycling in general that would enhance their learning about sustainable practices.

Standard 3.3 is rated

Meeting NQS

Quality Area 3 summary

QA3 Minor Adjustment Notes

QA3 Quality Improvement Plan Notes

It is recommended that the service:
continues to develop its approach to sustainability and embed this into everyday practice, ensuring that the children are more directly involved and that opportunities to extend the children's understanding and learning is supported.

QA3 Compliance Notes

For Quality Area 3, is there an unacceptable 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 and ensure their safety and wellbeing.	
4.1.1	Educator-to-child ratios and qualification requirements are maintained at all times.	Met

Evidence for Standard 4.1

Educator to child ratios and qualifications are maintained at all times and rosters evidence that this supports the learning environment for children. There are designated educators who have responsibility for opening and closing the centre. All educators hold a relevant qualification, with the centre demonstrating a commitment to maintaining a highly qualified workforce. There are three qualified early childhood teachers (ECTs) employed with more than half the staff team holding the Diploma of Early Childhood Care and Education or working towards achieving this. The way in which educators are deployed throughout the centre, working to their individual strengths and in collaboration as a team ensures high quality care and learning opportunities for all the children. Each room has a team leader, with the Educational leader (EL) based in the preschool room. The director and assistant director also spend time working within the rooms.

All educators are supported to program and plan for children across the centre and are given non-contact time to achieve this. The EL/ECTs has additional non-contact time to support educators across the centre with the development of the curriculum.

Organisational information is displayed in the entrance foyer for families and visitors detailing educator’s photographs, roles, qualifications along with information confirming the certified supervisors for the day.

An educator provided the example of how staffing supported a new child to transition into child care where they were able to spend a significant amount of time in a one on one relationship alongside the child.

Standard 4.1 is rated

Exceeding NQS

Standard 4.2	Educators, co-ordinators and staff members are respectful and ethical.	
4.2.1	Professional standards guide practice, interactions and relationships.	Met
4.2.2	Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills and to improve practice and relationships.	Met
4.2.3	Interactions convey mutual respect, equity and recognition of each other's strengths and skills.	Met

Evidence for Standard 4.2

Professional standards guide practice with all educators having access to the following documents: Early Childhood Australia Code of Ethics, National Regulations and Law, National Quality Standard (NQS) and the National Quality Framework (NQF) and the centre philosophy. Educators use the Early Childhood Australia Code of Ethics and through professional discussions are made aware of the expectations placed upon staff with regard to relationships and daily practice, as well as confidentiality.

Educators demonstrate a professional attitude towards practice and each other. It was observed that educators were supportive of each other and had clearly established positive working relationships utilising each other's skills and strengths. During the assessment and rating visit educators were happy to ask each other for support if needed. This was evidenced by team work sighted with exchange of professional discussion around specific children and their developmental needs and the way in which educators supported the program, overlapping with tasks. It was observed that when educators go to breaks information is exchanged to ensure a smooth transition for the children. For example: educators were heard saying a child was approaching their sleep time and that another baby had just been fed.

The authorised officers observed how the integration of the children and educators from both programs promoted a positive atmosphere within the centre which enhanced the relationships and interactions for all the children and their families.

Team meetings are held monthly prior to a whole site team meeting, with communication books used by each team to ensure communication is maintained for educators that work different shifts or days. This has supported some of the recent staff changes where educators have taken on leadership roles and changed rooms.

Educators have just begun to participate in reflections which are professional discussions led by the onsite speech pathologist and occupational therapist.

Standard 4.2 is rated

Meeting NQS

Quality Area 4 summary

QA4 Minor Adjustment Notes

QA4 Quality Improvement Plan Notes

QA4 Compliance Notes

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

No

Quality Area 4 is rated

Meeting NQS

Quality Area 5 – Relationships with children

Standard 5.1	Respectful and equitable relationships are developed and maintained with each child.	
5.1.1	Interactions with each child are warm, responsive and build trusting relationships.	Met
5.1.2	Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.	Met
5.1.3	Each child is supported to feel secure, confident and included.	Met

Evidence for Standard 5.1

Interactions between educators and children demonstrated warm and trusting relationships that supported each child to feel secure and confident. Educators acknowledged each child with a smile lowering themselves to have eye contact with the children during conversations which were meaningful and sustained according to the child's needs. For example, in the child care room an educator was taking a child to change their nappy and enjoying a conversation together about what was happening. A baby who had just woken from a sleep and took a little time to fully wake up, was immediately given reassurance and support to feel secure by educators who read this babies cues, respond sensitively and were clearly aware of how they were feeling.

Another example was seen during lunch time when an educator asked a group of children in the preschool room 'How are you doing with your lunch, how are you all getting on?' The children giggled and smiled at the educator. The educator then followed by asking 'do you want any more, what else have you got in your lunch box? Why don't you choose something else if you are still hungry?'

Children were supported to have meaningful relationships that encouraged their engagement in activities and experiences. Educators offered explanation and thoughtful conversation. For example. A group of children in the preschool room were talking about a double decker bus. The educator joined in 'What's so special about a double decker bus then?' A child went on to explain that the bus had double seats and an upstairs or 'layers' where you could see a long way. The conversation carried on for some time as they explored this concept together and as to where they might see such a bus.

During the assessment and rating visit the authorised officers was able to observe how educators support the children's confidence and security. Each child has wellbeing plans that feature in planning for individual learning outcomes. In the preschool room educators focus on small group work as part of the session to support less confident children to participate, with the principles of The Circle of Security underpinning practice. On another occasion as the child's parent were leaving the educator responded to a child who was a little hesitant at separation. The educator spoke to the child sensitively 'Would you like a cuddle just now? Ok come on let's wave goodbye'.

Standard 5.1 is rated

Exceeding NQS

Standard 5.2	Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.	
5.2.1	Each child is supported to work with, learn from and help others through collaborative learning opportunities.	Met
5.2.2	Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.	Met
5.2.3	The dignity and rights of every child are maintained at all times.	Met

Evidence for Standard 5.2

During the assessment and rating visit educators were observed and heard calmly providing gentle reminders to children to consider resolving conflicts by negotiation. For example, an educator was explaining to a child that they needed to use gentle hands with their friends and talked about how it might feel if this was happening to them. Another example was seen when a group of children were self-timing their turn on the hammock swing using a timer. Each child clearly understood what was expected of them and were happy to wait and take turns. In the child care room, a younger child deliberately rolled a ball through the gate so that they could engage with older children in a game of retrieving the ball.

The educators use Reflect, Respect, Relate to guide their practice to support and encourage children to communicate effectively and resolve conflicts. The authorised officers observed across the centre that when children needed redirection or support to manage conflict, educators were attuned to children's behaviours and were able to adapt the program or routine accordingly.

Educators are positive confident role models, showing respect and dignity towards the children which is embedded throughout the program. Educators acknowledged children's feelings and choices whilst supporting them to think about diversity and how everyone at the service can be included to play and work together. Educators are respectful of children's feelings supporting them to make choices and promoting the development of their self-esteem. Educators use positive language and facial expressions and adapt their tone of voice to suit the children.

In the child care room, an educator explained how the principles of the circle of security are a focus for their relationships with children. An emphasis is placed on the adult and child relationships, social and emotional wellbeing and the importance of attachment which is supported by regular and consistent educators who provide primary care for the children by asking the children about changing their nappies and if they would like to sleep.

Standard 5.2 is rated

Exceeding NQS

Quality Area 5 summary

QA5 Minor Adjustment Notes

QA5 Quality Improvement Plan Notes

QA5 Compliance Notes

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

No

Quality Area 5 is rated

Exceeding NQS

Quality Area 6 – Collaborative partnerships with families and communities

Standard 6.1	Respectful and supportive relationships with families are developed and maintained.	
6.1.1	There is an effective enrolment and orientation process for families.	Met
6.1.2	Families have opportunities to be involved in the service and contribute to service decisions.	Met
6.1.3	Current information about the service is available to families.	Met

Evidence for Standard 6.1

The enrolment and orientation process at the centre is both effective and supportive of families that begin attending the centre. There is a comprehensive shared enrolment handbook that supports parents to understand what to expect from the centre and the partnership approach that educators encourage. As part of the enrolment information is gathered through discussions with parents regarding children's interests, abilities, routines, dietary needs and health requirements. As part of the centre's commitment to positive communication with families, support has been arranged for families to complete enrolment documentation. Reminders are provided for families to ensure that documentation regarding their child is up to date and reflects any changes. The director spends time going through the handbook and enrolment form with each family prior to enrolment at the preschool. The assistant director supports family's enrolment into the child care facility. Orientation visits are organised separately to fit the needs of the children and family. Transition into the preschool begins in Term 4 prior to the year that children start. A separate enrolment pack is available for families with children under three and for children over three years of age.

Families are offered a range of opportunities to be actively involved and contribute to centre decisions. In the entrance foyer there is a variety of information about the centre. There is a parent's notice board in each room with an invitation to all parents to share their views and make suggestions about their child's program. Regular emails are sent to families with updates and notes are provided instead of newsletters following educator's reflections on the success of newsletters. Families are able to contribute to centre decisions through the governing council who are elected at the Annual General Meeting (AGM) each year as well as the annual DECD parent survey and child care centre survey which is conducted at the same time. For example, parents were asked to identify a goal for fund raising which has resulted in a new shed for garden storage. Governing council minutes and the directors report are available for families to see and provides evidence that parents are involved in the decision making process at the centre. Refer to standard 7.1.

Educators at the service also place an emphasis on face to face discussions which was observed at arrival and collection times during the assessment and rating visit. Parents also support with a daily fruit donation to share. The service notice boards detail matters regarding the governing council contact details and forthcoming meetings. Prescribed information was displayed for all families to view and included emergency evacuation procedures and plans, certificates of service and provider approval, contact details of the Regulatory Authority and the service grievance procedures. The service's QIP is displayed along with the service policies and procedures. Information is displayed that details educator's roles and responsibilities across the centre as well as details of community

centre support workers.

Standard 6.1 is rated

Exceeding NQS

Standard 6.2	Families are supported in their parenting role and their values and beliefs about childrearing are respected.	
6.2.1	The expertise of families is recognised and they share in decision making about their child's learning and wellbeing.	Met
6.2.2	Current information is available to families about community services and resources to support parenting and family wellbeing.	Met

Evidence for Standard 6.2

Families are supported to feel a sense of belonging at the centre and are included in decision making about their child's learning and wellbeing. Educators are available to discuss their children's progress with families and share daily information about their child's involvement in the program. Refer to standard 6.1.

Families are invited to provide feedback on observations and learning stories contained in the learning journals relating to their child and to put forward ideas to include in the program. Family input is usually initiated through discussions between educators and parents that occur in the individual rooms. Strategies are also in place to ensure that communication and interaction takes place across the whole site, including support and community services with individual educators and staff members using skills to support children and families integration at the centre. For example, the centre's administrator talked positively about the support they had provided to a parent who was drafting their resume whilst another parent has supported with an application for a grant to develop the outdoor area.

Educators place value on sharing in families understanding of their children's abilities and needs as well as their personal wishes. Wherever possible routines and care offered are adjusted to incorporate these into the individualised care of children. For example, educators in the child care room talked about their approach to supporting breast feeding. Refer to standard 2.2.

Evidence was seen of how the service celebrated National Families week with a family picnic at the adjacent primary school. During the school holidays a family fishing trip was organised so that older siblings could also join in. Parents have also provided information regarding their profession so that their child can present this to the other children in the group. This included photos and details of the place where their parent works. Professions covered have included a fitness instructor and a person whose profession is water testing.

A range of information about community services and different support services is available for families and displayed in the entrance foyer and across the centre. This includes relevant health information with regard to immunisations, healthy eating and asthma. Contact details for other community organisations like the local library and schools. Details about the program, EYLF and the NQS are also readily available. Other resources and information that supports parenting and family wellbeing included: Centrelink payments, antibiotics and creative activities for young children.

Information regarding community services and different support services available at the centre and in the wider community is promoted. As this role is a shared one, one of the educational leaders explained that they are able to support parents to access these specific services and provided an important link for families in developing maintaining relationships. Educators were observed during the assessment and rating visit sharing information about local services with a family and an antenatal group that was meeting were also participating in a massage session.

Standard 6.2 is rated

Exceeding NQS

Standard 6.3	The service collaborates with other organisations and service providers to enhance children's learning and wellbeing.	
6.3.1	Links with relevant community and support agencies are established and maintained.	Met
6.3.2	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.	Met
6.3.3	Access to inclusion and support assistance is facilitated.	Met
6.3.4	The service builds relationships and engages with their local community.	Met

Evidence for Standard 6.3

The centre is committed to developing and establishing relevant links with community and support agencies to ensure that children and family's needs are supported with close liaison between educators and Family Services Coordinators who can support with referral. These relationships include the services of speech pathology and allied health services, child and family health services, fatherhood programs and Aboriginal health programs as well as developmental screening. Contact has also been made with Families SA and Inclusion SA when additional guidance and support is needed for families. Support from these specialist services provides the opportunity for educators to consult with and observe how these specialists work with the children. Strategies are then developed in consultation with families to ensure a collaborative approach to individual children's planning supports their participation in the program offered at the integrated centre. Early entry is offered for eligible families with a preschool support worker employed in a support role.

Children transition to the local primary schools in the area with the director establishing through local partnership days a transition policy for families whose children will be moving into school. The centre supports families to follow the processes set out by the schools to meet individual needs and circumstances. In Term 3 children visit the local primary school in exchange for previously transitioned children for a visit. In Term 4 the preschool program supports children in their readiness for school by incorporating opportunities to develop self-help skills and independence. Transition visits include recess and lunch times as well as full days to support children to experience the routines and key times of the school day. Other opportunities are in place throughout the year for regular visit by children to the school library and gym with regular visits from school teachers to the centre.

Educators have established smooth transitions that support continuity for each child who attends both services ensuring that information is available for families across the centre between the preschool and the child care facility in collaboration with educators.

As previously mentioned inclusion and support assistance is facilitated to support each child's participation in the program. Strategies are in place within the child care facility to access support for each child's participation in the program. This follows initial discussions between educators and the assistant director when concerns are first noted, this is then followed by further discussion with families to identify and raise aspects sensitively. Together with families individual support plans are developed for the individual child and specialist help is sought.

The centre engages with their local community and has developed relationships which are well

established and maintained. For example, Acknowledgment to Country features in the centres philosophy with respect to the Ramindjeri-Ngarrindjeri people as the first custodians of the land with a language group offered in the centre program. A Dad Factor Group, a group for father's, grandfathers, uncles and male carers and a Nana's group called 'Hub' also run with good attendance from families at the centre. Children were observed running to the outdoor area during the visit as the Cockle Train passed by and blew its horn to acknowledge their interest.

Standard 6.3 is rated

Exceeding NQS

Quality Area 6 summary

QA6 Minor Adjustment Notes

QA6 Quality Improvement Plan Notes

QA6 Compliance Notes

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

No

Quality Area 6 is rated

Exceeding NQS

Quality Area 7 – Leadership and service management

Standard 7.1	Effective leadership promotes organisational culture and builds a professional learning community.	
7.1.1	Appropriate governance arrangements are in place to manage the service.	Met
7.1.2	The induction of educators, co-ordinators and staff members is comprehensive.	Met
7.1.3	Every effort is made to promote continuity of educators and co-ordinators at the service.	Met
7.1.4	Provision is made to ensure a suitably qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning.	Met
7.1.5	Adults working with children and those engaged in management of the service or residing on the premises are fit and proper.	Met

Evidence for Standard 7.1

The preschool and child care facility has well established governance arrangements in place that contribute to the overall management of the centre. Leadership and management promotes a positive community which supports and facilitates children and educators learning and development. The director and assistant director oversee the budget, rosters and the daily operating of the centre with specific tasks assigned to the preschool and child care facility daily operations. There are clear policies and procedures in place with accompanying documentation that assists the centre director and assistant director to effectively carry out their roles and responsibilities to a high standard.

There is evidence recorded and seen in practice of clear decision making that involves children, parents and educators. For example, minutes from staff meetings were seen at the assessment and rating visit confirming how information is disseminated and how the staff team develop achievable goals. During discussion educators commented that they feel supported and valued within their role and have a clear understanding of the expectations placed upon them. There is evidence the governing council is fully involved in decision making with details of current members, their roles, responsibilities and contact details.

Staff induction and ongoing professional development processes are in place at the centre with an induction pack and check list available to all staff. The induction process is guided by the DECD induction and orientation procedure that highlights workplace health and safety, child protection principles as well as privacy and confidentiality. This induction is also extended to support students and volunteers who attend the centre.

Processes are in place to ensure continuity of educators across the centre which supports and maintains secure relationships for the children attending. Cover can be arranged from the existing staff group with educators working additional hours with the organisation of rosters supporting cover over lunch time, staff training, holidays and sickness. The director and assistant director also spend time working as educators to cover at break times and other designated periods.

The Educational Leader (EL) is suitably qualified and experienced and has been in this role at the centre for considerable time. The director and assistant director also support this role with a process established across the centre to ensure the EL can assist the team leaders, Early Childhood Teachers (ECTs) and ensure that all educators have support and mentoring in planning and delivery of the program. In the staff/programming room, supportive information is available so that educators can reference areas of practice to develop their observational skills. The EL regularly sources research to share with educators. During discussion, the EL explained that they saw their role as supportive and was committed to researching and reading to help in her mentoring role with educators. As previously mentioned in standard 4.2. Educators across the centre participate in reflections and professional discussions.

All staff employed at the centre hold a current relevant history assessment, with strategies in place to track expiry dates and notify educators ahead of time prior to expiry to allow adequate time for their applications to be assessed.

Standard 7.1 is rated

Meeting NQS

Standard 7.2	There is a commitment to continuous improvement.	
7.2.1	A statement of philosophy is developed and guides all aspects of the service's operations.	Met
7.2.2	The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement.	Met
7.2.3	An effective self-assessment and quality improvement process is in place.	Met

Evidence for Standard 7.2

The centre's philosophy is displayed across the centre and highlights a commitment to partnerships with families and that relationships are fundamental to the work the centre undertakes in the community. This emphasis on partnerships with families and actively encouraging their involvement and participation was evident in practice at the centre and was reflective of both services.

Educators at the preschool undertake an annual performance review which provides an opportunity to reflect on their individual performance and identified performance objectives linked to the centres QIP. This has been undertaken by the director for all educators at the centre with changes recently introduced to include involvement by the assistant director with child care educators. Performance review relates to the site development plan, Quality Improvement Plan (QIP) whilst also linking to professional development opportunities. A self-reflection activity in Term 4 is completed with evidence and measures of success. Professional conversations have been held with all staff with the National Professional Standards for Teachers and the DECD job and person specifications used for guidance.

Review is undertaken of the QIP with opportunities for families to provide feedback on areas that are currently being reviewed and developed. This is supported by surveys and discussions with parents about specific matters. Parents are also contacted by email with information shared through newsletters and face to face at arrival and collection. The QIP is displayed in the entrance foyer alongside policies and procedures and made readily available for families. Progress is monitored at the centre by the director and assistant director with regard to how QIP priorities are being achieved which is then recorded and adjustments made.

Standard 7.2 is rated

Meeting NQS

Standard 7.3	Administrative systems enable the effective management of a quality service.	
7.3.1	Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements.	Met
7.3.2	Administrative systems are established and maintained to ensure the effective operation of the service.	Met
7.3.3	The Regulatory Authority is notified of any relevant changes to the operation of the service, of serious incidents and any complaints which allege a breach of legislation.	Met
7.3.4	Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner.	Met
7.3.5	Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.	Met

Evidence for Standard 7.3

The centre has an organised administration system in place to ensure confidentiality, accuracy of record keeping and availability according to legislation. For example, all documentation was readily available, up to date and is regularly reviewed. There are well-managed IT systems (Early Years System, MYOB and SPIKE) in place and computers are password protected. Access to some electronic documentation is restricted to nominated leadership staff. The centre has dedicated administration support as well as financial support.

Discussion with educators across the kindergarten confirmed that educators were clearly aware of their notification responsibilities to the Regulatory Authority and the specified time frames. The centre uses the DECD Injury Reporting Management System (IRMS) as part of this process. Information is available with regard to the centres policy in relation to grievance and complaints. Information details how complaints will be addressed for both staff and parents within designated time frames and a flow chart has been developed to support this process. This information is contained within operational policies and this includes a reference to the role of the Education Standards Board and its role in relation to complaints. Evidence was seen at the assessment and rating visit to confirm this process is documented and recorded appropriately.

Policies are reflected in practice and reviewed in partnership with families annually or more often to reflect changes in legislation or a change in the service. These are available at the service in a folder displayed in the entrance foyer; these are site specific as well as reflective of the child care service. Every year the centre has a policy day in which these are reviewed by educators and centre staff, with ratifications undertaken by the governing council.

Standard 7.3 is rated

Meeting NQS

Quality Area 7 summary

QA7 Minor Adjustment Notes

QA7 Quality Improvement Plan Notes

QA7 Compliance Notes

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

No

Quality Area 7 is rated

Meeting NQS

Assessment and rating summary

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

Summary comments

Minor adjustment notes summary	
Quality Area 1	
Quality Area 2	
Quality Area 3	
Quality Area 4	
Quality Area 5	
Quality Area 6	
Quality Area 7	

Quality improvement plan notes summary	
Quality Area 1	
Quality Area 2	
Quality Area 3	<p>It is recommended that the service: continues to develop its approach to sustainability and embed this into everyday practice, ensuring that the children are more directly involved and that opportunities to extend the children's understanding and learning is supported.</p>
Quality Area 4	
Quality Area 5	
Quality Area 6	

Quality Area 7

Compliance notes summary

Quality Area 1

Quality Area 2

Quality Area 3

Quality Area 4

Quality Area 5

Quality Area 6

Quality Area 7