

Quality Improvement Plan

Montessori Stepping Stones | 11/09/2019

Service statement of philosophy

Please insert your Service's statement of philosophy here.

We believe in equality of opportunity for all those in our care and the empowerment of children and staff alike (being) to develop themselves as individuals (becoming) and in turn, the communities to which they belong (belonging).

Sincere relationships with children, their parents and families, as well as our colleagues are the foundation for constructive and joyful learning and development.

By embracing diversity and difference we commit ourselves to an unbiased and non-discriminative approach towards children, their parents and families and their respective cultures and community.

By acknowledging the rights of each child we acknowledge their being, their voices, their thoughts and wishes - and can critically reflect and discuss - thereby make informed decisions to intentionally guide, learn and grow within our centre community.

We believe in natural learning environments and activities, where possible in the use of natural materials, which provide for enriching learning and developmental journeys for children, where also the child's natural explorative risk taking characteristics for learning and development are acknowledged and allowed (controlled risk environments and activities).

Together, to learn and practice to reduce, re-use and recycle.

Through sincere relationships, embracing the diversity of children and following their rights, through ongoing collective reflection and learning and professional development, we commit ourselves to an ongoing process of improvement of quality.

Service details

Service name Montessori Stepping Stones

Approval number SE-00012927

Primary contact at Service Jason Place

Physical location of Service

Street 332 Yangebup rd

State/territory WA

Suburb Yangebup

Postcode 6164

Physical location contact details

Telephone 0894171800

Email info@mss.edu.au

Approved Provider

Primary contact Ian Tagliaferri

Telephone 0894141179



Mobile 0427211861

Email debian@gicc.com.au

Nominated Supervisor

Name Angie Ng

Telephone 0894171800

Email info@mss.edu.au

Postal address

(if different to physical location of Service)

Operating Hours

	Opening time	Closing time
Monday	6:30 AM	5:30 PM
Tuesday	6:30 AM	5:30 PM
Wednesday	6:30 AM	5:30 PM
Thursday	6:30 AM	5:30 PM
Friday	6:30 AM	5:30 PM
Saturday	CLOSED	
Sunday	CLOSED	

Additional information about your Service

Provide additional information about your Service - parking, school holiday dates, pupil-free days etc.

Located between Divine Mercy & Mater Christi schools, carpark directly out the front of building - bays marked MSS.

Open every day except weekends and public holidays.

How are the children grouped at your Service?

0-2 yrs

2-3 yrs

3-6 yrs

Write the name and position of person(s) responsible for submitting this Quality Improvement Plan (E.g. 'Director, Mark Evans)

Nominated Supervisor - Angie Ng

Centre Managers - Erin & Jason Place

Strengths

Strengths - Quality Area 1

1.1.3 Educators respect for diversity and acknowledging the importance of diverse family practices where differences in backgrounds, culture and abilities are valued. Families are actively encouraged to share their experiences with educators, children and other families.

1.3.3 Information for families - parents & families have access to the current program for their children's room via their Xplor profiles, as well as on the whiteboards in the rooms. They are also able to provide feedback & suggestions directly to the program, which promotes collaboration with families

Strengths - Quality Area 2

2.1.3 Healthy lifestyle - our weekly menu contains no processed foods/food products, and no added sugars. We also have a

policy to encourage parents that bring birthday/special occasion "treats" to the centre, to consider alternatives to cupcakes/sweet treats. Our kitchen also has recipes available to parents for low/no-sugar treats as well

2.1.2 Health practices & procedures - illness management in the centre is very good, and we follow best practice as described in the NHMRC publication - Staying Healthy in Childcare, which results in very minimal outbreaks, or transmission of contagious illnesses in the centre. Hygiene practices are also of the highest standard, and are reviewed regularly

Strengths - Quality Area 3

3.1.1 Fit for purpose - the entire building and grounds are purpose built, and are designed to facilitate functional areas for children's education and play

Strengths - Quality Area 4

4.1.1 Organisation of educators - educators are organised into the rooms to ensure their qualifications and experience are a best fit for the age group that they are working with. This is reviewed annually, and changes are only made with the best interests of the children in mind

4.1.2 Continuity of staff - each room has 4 permanent educators, ensuring familiar faces in the rooms for the children each day. We also have a very high staff retention rate, with a large number of our educators employed at the centre for over 4 years

Strengths - Quality Area 5

5.1.1 Relationships with children - Educators are responsive to children and provide children with consistent emotional support, assist children to develop skills.

Relationships are recognised as the core of learning and development. Educators and children build on positive, respectful and caring relationships. Through developing respectful and responsive relationships, educators are able to provide crucial support for the development of a strong sense of children's wellbeing.

Strengths - Quality Area 6

6.1.1 Collaborative partnerships with families - Educators actively engage to working together with families to create a climate of mutual respect and trust.

Educators use open and meaningful communication with families and encourage the inclusion of family perspectives and family knowledge on teaching and learning experiences.

Strengths - Quality Area 7

7.1.2 Management systems - goals have been achieved in the last 4 years towards moving away from paper-based records. Currently the only hard-copies of documents & records used in the centre are those required by regulations specifically

7.2.2 Educational leadership - Angie has a dedication and focus towards the educational program and practice in the centre that is of the highest level. She displays qualities of a true leader, and sets the example in this area for all of our educators to follow

Exceeding Themes

Quality Area 1 (In progress)

QA1-1

Completed

Standard Elements: Approved learning framework: 1.1.1 **Regulations:** 73-76, 155, 156, 254

Available to sight: Documented program, Planned experiences, Daily report, variety of Observations (running record, jottings, anecdotal language transcript, etc.), Learning stories and Children's goals

Location:

Current program on classroom wall
Past programs in programming folder
Children's portfolios (observations)
Children's individual files (observations)

Self Assessment Notes

Montessori Stepping Stones provides an integrated curriculum approach, following the Montessori method of education and outcomes of the Early Years Learning Framework for guiding the children's learning.

Our Montessori prepared environment display planned experiences with materials and equipment that have been chosen deliberately to challenge the children and help them develop certain skills.

Educators use the National Quality Standard as guidelines and the Belonging, Being and Becoming, the Early Years Learning Framework for Australia for curriculum planning, organising and implementing educational program.

Educators regularly completed programming in line with the NQF and use the EYLF to reflect on the learning outcomes.

Educators collect evidence of children's discussion regarding the program. This is recorded and reflected in the planning in Xplor.

Educators intentionally involve children in discussions with where they ask questions that challenge children to extend their knowledge and skills.

Educators are encouraged to ask the children questions that encourage their curiosity.

We consistently support and encourage children to explore the opportunities in their environment.

Educators frequently complete observations for children, which are reflected and used to ensure a relevant and engaging programming cycle within each group.

The educator verbally identifying children's emotions throughout the day and responding adequately if needed.

Our children work together in groups of the same and different age, gender and cultural background.

The children are offered to engage in role play and pretend play activities.

The children have access to a range of texts available for children to view - story books, picture books, intentional teaching material and relevant media data.

Educational activities included in the program support Numeracy and Literacy skills.

QA1-2

Completed

Standard Elements: Child-centred: 1.1.2 **Regulations:** 73 - 76, 155, 156, 254

Available to sight: Documented program (Refer to: QA1-1)

Location:

Daily reports
Children's individual file / Enrolment form
Programming folder (past programs)
Programming wall

Self Assessment Notes

Each child's learning is planned following the observations towards the child's needs, strengths, interests and abilities. Educators facilitate opportunities and support each child's learning through regular interactions, encouragements and guidance.

Educators respect for diversity and acknowledging the importance of diverse family practices where differences in backgrounds, culture and abilities are valued. Families are actively encouraged to share their experiences with educators, children and other families.

QA1-3

In Progress

Standard Elements: Program learning opportunities: 1.1.3 **Regulations:** 73, 74, 155, 156

Available to sight: Daily routine, Program, Lesson plans, Daily report, Observations, Portfolios, Policies and Written program

Location:

Program visibly displayed in the learning environment

Policy folder

Self Assessment Notes

Educators providing a safe, enjoyable and challenging environment for learning, will assist and encourage children's playing and learning as well as to develop their social competence and skills.

Relationships are recognised as the core of learning and development. Educators and children build on positive, respectful and caring relationships.

Through developing respectful and responsive relationships, educators are able to provide crucial support for the development of a strong sense of children's wellbeing.

Quality Improvement Plan

Issue After lunch, Casa toilet has many children waiting for their turns to clean faces before going to bed. The younger children struggled to wring their wet flannels and causing the other children to wait for an extra long time.

Rating Priority A - High

Date 01 June 2019

Desired Outcome Children are independent to clean up themselves after meal times. Ensure each child goes to bed with a clean face. Smooth use of the toilet area.

Strategies Children are supported to develop their self help skills in cleaning their faces after meal times. Create a smooth transition between lunch and rest time.

By Who Casa Pre-kindy team

By When September 2019

Evaluation Educators set up a practical life activity station with a mirror in the classroom. Provide semi wet small hand size mitten flannel for children to use. Educators regularly discuss about personal hygiene with children during group time.

QA1-4

In Progress

Standard Elements: Intentional teaching: 1.2.1 **Regulations:** 155, 156

Available to sight: Documented program (Refer to: QA1-1), Documented reflective practice (Refer to: QA1-8), Team meeting minutes, Lesson plans (Refer to: QA1-3) and Observations (Refer to: QA1-1)

Location:

Reflective practice folder/programming folder
Individual children's records and observations
Portfolios
Team meeting folder

Self Assessment Notes

Educators provide children with consistent emotional support to assist them in developing skills. Educators understand that children require assistance of more knowledgeable adults and other children in order to achieve learning while collaborating with others. Educators monitor and supervise the play activities of children. Ensure to provide a consistent physical environment and at times join in with their activities to scaffold and model appropriate behaviour. Perform using different ideas to understand issues, work together and develop share thinking.

Quality Improvement Plan

Issue It had been observed that educators had not been actively interacting with children during outdoor experiences but sitting in twos whilst children played.

Rating Priority A - High

Date 30th May 2019

Desired Outcome Educators actively interacting with children during outdoor experiences.

Strategies Ensuring that educators position themselves at different location when supervising children's outdoor experiences.

By Who NICA team

By When End July 2019

Evaluation Educators acknowledged the issue and will be more pro-active to support active supervision.

QA1-5

In Progress

Standard Elements: Responsive teaching and scaffolding: 1.2.2 **Regulations:** 73 - 74, 155, 156

Available to sight: Program & critical reflection (Refer to: QA1-8), Documentation of children's learning, development, wellbeing and engagement (Refer to: QA1-1) Projects demonstrating children's lead, investigation and collaboration with families and community

Location:

Individual children's portfolio
Program displayed on walls
Project book

Self Assessment Notes

Educators see children as competent and as having choices. Educators observe, offer advice and help if necessary to support and encourage children in their strengths and interests to explore and engage in their play and learning with other children. Educators use positive communications style to involve children in a discussion to establish rules for play. These rules will be used to enforce practice in social interaction while children are learning the skill. Educators scaffolds children's understanding of limits and interactions through expectations. Educators instruct by developing good rules or limits and then communicating them clearly for children.

QA1-6

In Progress

Standard Elements: Child directed learning: 1.2.3 **Regulations:** 73-74, 155, 156**Available to sight:** Service philosophy, Program and critical reflection (Refer to: QA1-8), Children's work, Observations (Refer to: QA1-1)**Location:**

Information to be displayed (Foyer area)
Program and critical reflection folder
Programming folder
Children's work samples displayed
Daily report

Self Assessment Notes

The carefully prepared environment makes the children feel welcome and competent to make choices for their own, following their needs, interests and strengths.

Educators support children's active learning, and through interactions with children and families, will plan educational programs that are relevant, interesting and meaningful for children.

Educators are respectful of children and families and find ways to include their voices in the program, valuing the social and cultural influences that are important to children and families.

QA1-7

In Progress

Standard Elements: Assessment and planning cycle: 1.3.1 **Regulations:** 73-75, 177(1)(a), 178(1)(a)**Available to sight:** Observations (Refer to: QA1-1), Learning story, Family feedback and participation (Refer to: QA1-9), Lesson plans and evaluations and Reflective practice (Refer to: QA1-8)**Location:**

Children's individual file
Programming folder
Service software program (E.G: KindyHub)
Children's work is displayed respectfully
Children's voice displayed in foyer area

Self Assessment Notes

Educators use Xplor as pedagogical documentation and ensuring that each child's progress is monitored on a regular basis. It provides our parents and families with the ability to have active input into their children's education.

Educators listen to families who share their observations about how they see their child in different contexts and therefore will observe different strengths, interests, abilities and emerging development from those observed by our educators.

QA1-8

In Progress

Standard Elements: Critical reflection: 1.3.2 **Regulations:** 73-74, 155, 156, 254

Available to sight: Critical reflection documentation, Strategic inclusion plan and how the Service reflects on adaptations made to reduce barriers to participation

Location:

- Programming documentation
- Program displayed
- Family feedback documentation
- Leadership and management documentation
- Inclusion Support documentation

Self Assessment Notes

Our everyday interactions and conversation, sharing what is important and culturally relevant in children's life will have a major influence on the quality of education programs.
Children's voices are heard through observation, recording and interpretation. Recognise the different learning that occurs in children's diverse social and cultural contexts and information that is relevant to children's ongoing learning and abilities are emerging.
Inclusion of a number of children in one observation, highlights the social aspects of children's learning and focus on group interests and relationships.

QA1-9

In Progress

Standard Elements: Information for families: 1.3.3 **Regulations:** 74-76, 111, 118

Available to sight: Communication with families (emails, conversations, meetings, parent-teacher meetings, phone calls, communication book), Transition statements for children transitioning to school and Observations (Refer to: QA1-1)

Location:

- Individual children's file
- Program reflection
- Service audits/surveys
- Feedback forms

Self Assessment Notes

Educators invite families to contribute their insights into their children's experiences and learning program. Through this participation, our centre will be more able to draw on the strengths offered by these families.

Quality Area 2 (In progress)

QA2-1

In Progress

Standard Elements: Wellbeing and comfort: 2.1.1 **Regulations:** 81, 168

Available to sight: Information for families on sleep and rest, information for families addressing individual clothing needs and preferences, including evidence that the services approach is shared with families.

Location:

Sleep / Rest record
Policy folder/manual
Information brochures in foyer
Family handbook
Child's individual file

Self Assessment Notes

Children are comfortable and feel welcomed by all the educators.
Educators consistently from orientation, enquire and therefore organise babies and toddlers routines individually.
Each child's routine is respected and followed, allowing for mindful opportunities to learn during awake times.
Educators are familiar with each child's needs and have a close relationship with children.
Educators provide children with consistent emotional support to assist them in their needs and development.
Educators keep a regular routine and consistent order for children to become familiar with the environment.

QA2-2

In Progress

Standard Elements: Health practices and procedures: 2.1.2 **Regulations:** 77, 85-96, 136, 162, 168, 177 & 178

Available to sight: Displayed procedures for nappy changing and toileting, and daily information about children's nappy change & toileting patterns

Location:

Children's bathrooms
Procedure displayed in nappy changing areas
Nappy change record in a place visible to families

Self Assessment Notes

Educators support children's learning through demonstrations and interactions with children, and will plan educational programs that are relevant to personal hygiene.

QA2-3

In Progress

Standard Elements: Health practices and procedures: continued **Regulations:** 77, 85-96, 136, 162, 168, 177 & 178

Available to sight: Incident, injury, trauma, illness and medical policies, Incident, injury, trauma and illness records, including: Written processes for observing, responding to, and recording signs of illness and injury in children and, Written processes for notifying families of illness or injuries that affect children while at the Service

Location:

Office (Incident, injury, trauma and illness record folder)
Child's individual record
Policy/Procedures Folder

Self Assessment Notes

Each child's enrolment form provides information of the child's medical records.
Child's illness and medical action plans are kept in the child's personal file as well as in the first aid box.
Giving of medication at the centre will be strictly monitored. Parents must fill out and sign the Authority to administer

medication form.

Incident and accident form for an injury is to be completed by the educators on duty and witness by a qualified educator on duty before obtaining the signature from parents.

Many of our staff obtained certificates of participation in First Aid and Anaphylaxis training.

QA2-4

In Progress

Standard Elements: Health practices and procedures: continued **Regulations:** 77, 85-96, 136, 162, 168, 177 & 178

Available to sight: Policies and procedures on dealing with infectious disease, including notification to families of infectious diseases, and procedures and schedules for the washing of children's toys and equipment.

Location:

Policy and procedures folder

Notification notices on noticeboard

Emails

Self Assessment Notes

Room leaders and educators ensure all cleaning and safety checks are completed as required, and initial when completed. (Cleaning & safety schedule)

QA2-13

Completed

Standard Elements: Healthy lifestyle: 2.1.3 **Regulations:** 77-80, 168

Available to sight: Written weekly menu (for Services providing food), Menu change notification, Age appropriate furniture and utensils for children, Individual daily chart and Policies & Procedures including nutrition, food, drink and dietary requirements.

Location:

Entry / foyer or,

Notice board

Classrooms

Front of kitchen

Policy/Procedures folder

Self Assessment Notes

Monthly menu is displayed in the hallway outside the kitchen, accessible by all parents & families. Daily menu is also written on the board, including any changes to the printed menu due to seasonal availability of produce.

Quality crockery (high quality melamine) and utensils/cutlery (stainless steel) are used for food service at the centre, with different sizing sets used for each age group.

Daily meals consumed by children, including portion sizes, are recorded in their Xplor profiles and this information is accessible by parents at any time once entered.

The food safety program folder is located in the kitchen, which includes all policies, procedures, regulations, certifications and documents applicable to the program.

Quality Improvement Plan

Issue Feedback from parents regarding the amount of processed foods being served at the centre, as well as sugar levels in some foods being too high.

Rating Priority A - High

Date 3/3/19

Desired Outcome A menu with zero added/processed sugar, and reduction in use of processed foods/food products

Strategies Meet with food coordinator to discuss, and come up with clear nutritional direction for the centre

Develop strategies to achieve the end goal

Provide parents with proposed strategies for feedback

Implement new strategies, and update philosophy with new nutritional direction

By Who Mgmt

By When April 2019

Evaluation The new nutritional strategies were implemented in May 19, and so far the feedback from parents has been very positive.

We have actually found that we have lowered food costs, while at the same time providing a new menu that is more aligned with parents nutritional values of today.



Completion May 19

Quality Area 3 (In progress)

QA3-1

In Progress

Standard Elements: Fit for purpose: 3.1.1 **Regulations:** 103-117

Available to sight: The Services documented approach to grouping of children, indoor and outdoor plans (including soft fall information), and age appropriate furniture.

Location:

Classrooms

Office - equipment registers and equipment maintenance records

Policy folder - regarding grouping of children

Self Assessment Notes

Educators ensure the safety schedule checks are completed daily and check/initial by the room leader (Cleaning & safety schedule).

Leaders working collaboratively with room educators, regularly assess the indoor and outdoor environments support all aspects of children's learning.

QA3-2

In Progress

Standard Elements: Fit for purpose: continued **Regulations:** 103-117

Available to sight: Program reflection includes changes within the environment (furniture and equipment etc.), routine and how this impacts and effects unencumbered space.

Location:

Office - copy of indoor and outdoor plans / layout

Office - documentation describing and justifying changes

Self Assessment Notes

Educational leader works collaboratively with room leaders and educators, consistently evaluate to provide an improved environments for children's learning (program reflections on planning).

QA3-3

In Progress

Standard Elements: Upkeep: 3.1.2 **Regulations:** 103, 106, 109, 110, 112, 116

Available to sight: Premises, furniture, equipment and toys are safe, clean and in good repair, daily safety check documents and schedule for the cleaning of buildings, premises, furniture and equipment, and Safety Data Sheets (SDS) for chemicals and cleaners

Location:

Visible throughout the Service

Maintenance and/or safety checklists

Cleaning checklist/schedules

Self Assessment Notes

Educators ensure the safety schedule checks are completed daily and check/initial by the room leader (Cleaning & safety schedule).

QA3-6

In Progress

Standard Elements: Inclusive environment: 3.2.1 **Regulations:** 105, 109, 113

Available to sight: Evidence that the outdoor program is given equal attention to the indoor program, and evidence that all children are offered the opportunity to engage in rich, meaningful, enquiry-based experiences

Location:

Outdoor program
Indoor program

Self Assessment Notes

Educators monitor and supervise the play activities of children. Ensure to provide a consistent physical environment and at times join in with their activities to scaffold and model appropriate behaviour.

Educators observe, offer advice and help if necessary to support and encourage children in their strengths and interests to explore and engage in their play and learning with other children.

QA3-7

In Progress

Standard Elements: Inclusive environment: continued **Regulations:** 105, 109, 113

Available to sight: Inclusion support plans and programs, family meeting minutes and related Service meeting minutes

Location:

Children's individual file
Philosophy
Meeting minutes archive

Self Assessment Notes

Educators respect for diversity and acknowledging the importance of diverse family practices where differences in backgrounds, culture and abilities are valued.

Educators are respectful of children and families and find ways to include their voices in the program, valuing the social and cultural influences that are important to children and families.

Educators work collaboratively with specialist, using as many recommended strategies as possible to support all children's learning including children with additional needs.

QA3-8

In Progress

Standard Elements: Inclusive environment: continued **Regulations:** 105, 109, 113

Available to sight: Evidence that all educator staff work collaboratively with family members, specialists and/or resource agencies to: plan for the inclusion of children with additional needs, access adaptive equipment as required and facilitate access to support services required

Location:

Child's individual record
Program
Emails
General correspondence

Self Assessment Notes

Educators plan programs for all individual children including children with special needs i.e. Plan and prepare resources to support children's learning.

We currently have 2 active inclusion support cases at the centre, and work with the families and therapists to provide an inclusive environment for these children.

QA3-9

In Progress

Standard Elements: Resources support play-based learning: 3.2.2 **Regulations:** 105, 113

Available to sight: Well-equipped indoor and outdoor space for children, including appropriate resources in adequate number to promote learning, encourage exploration, discovery, and problem solving, and provide provocations for play and ideas.

Location:

Indoor and outdoor environment
Written program

Self Assessment Notes

Montessori learning materials in the prepared environments help children grasp and understand concepts. Careful selection and construction of the materials meets the developmental needs of children, supporting their learning and exploration.

The Montessori environment is designed to give children space and time where they can concentrate and learn. Children are free to select the work of their own choice.

Children explore using materials, work and learn at their own pace.

Children repeat their work for as long as they wish.

Outdoor physical environment provides spaces and equipment that are safe and suitable for the exploration of the children.

QA3-10

In Progress

Standard Elements: Resources support play-based learning: continued **Regulations:** 105, 113

Available to sight: Elements that allow for appropriate risk taking, and resources that have multiple uses.

Location:

Indoor and outdoor environment

Self Assessment Notes

Educators observe, offer advice and help if necessary to support and encourage children in their strengths and interests to

explore and engage in their play and learning with other children.

Educators monitor and supervise the play activities of children, at times join in with their activities to scaffold and model appropriate behaviour.

Recent addition of climbing structure in Nica

QA3-12

In Progress

Standard Elements: Environmentally responsible: continued **Regulations:** 73

Available to sight: Environmental and sustainability strategy

Location:

Displayed on entry wall

Policy manual (dedicated policies)

Philosophy

Program

Self Assessment Notes

Educators scaffolding for the care of the environment.

Children learn practical life skills, involve in activities to develop their skills.

Educators engage with the children, working together in planting and caring for the living things.

Quality Area 4 (In progress)

QA4-1

In Progress

Standard Elements: Organisation of educators: 4.1.1 **Regulations:** 119-120, 121-124, 125-128, 129-135, 137-143, 144-154, 168, 239-244

Available to sight: Rosters for all staff that meet staffing requirements including that a first-aid qualified staff member is on duty at all times.

Location:

Office

Staff room

Entry/foyer (Optional)

Individual staff files

Self Assessment Notes

Display current weekly roster at the front office and staff room.

Email all staff with their roster for next week and draft rosters for the following two weeks.

QA4-2

In Progress

Standard Elements: Organisation of educators: continued **Regulations:** 119-120, 121-124, 125-128, 129-135, 137-143, 144-154, 168, 239-244

Available to sight: Responsible Person on Duty

Location:

Displayed in office or entry/foyer
Individual staff records

Self Assessment Notes

Photos of all educators and staff with their information of their position and qualifications are displayed in front office.
Photo of the Supervisor on Duty/Responsible Person on Duty is displayed in front office.
All individual staff records are stored in their individual folders in Employment Hero.

QA4-3

In Progress

Standard Elements: Continuity of staff: 4.1.2 **Regulations:** 121-124, 129-135, 144, 168

Available to sight: Staff rosters that reflect continuity for children (Refer to QA4-1 / 4.1.1: staff rosters), plus Staff exit interviews

Location:

Individual staff records (Office)

Self Assessment Notes

Ensure to roster educators in their regular rooms for continuity of care in children's learning environment.
Lunch cover staff are assigned to work in their regular rooms.

QA4-4

In Progress

Standard Elements: Professional collaboration: 4.2.1 **Regulations:** 168-169

Available to sight: Evidence that all staff are involved in reflection and collaboration that result in improved practice that benefits children and their families.

Location:

Team meeting records
Meeting minutes
Educational Leader folder
Reflective diaries

Self Assessment Notes

Monthly meetings with room leaders are recorded and minutes are printed out for staff to share information and reflect.
Educational leaders regularly meet and discuss with room leaders, building leadership capabilities while demonstrating best practice to ensure providing a high quality of care and educational programs.
Group leaders and educators regularly reflect on the programs for collaboration and reflection and these are recorded under planning in Xplor.

QA4-5

In Progress

Standard Elements: Professional collaboration: continued **Regulations:** 168-169

Available to sight: Evidence that all educators acknowledge each other's strengths and diverse knowledge and skills, and how they support and mentor each other.

Location:

Reflective journals
Staff meeting minutes

Quality Improvement Plan

Issue Encourage all educators to participate in acknowledging each other's strengths and diverse knowledge and skills, support in mentoring each other.

Rating Priority B - Medium

Date 26/08/2019

Desired Outcome Educators share information, knowledge and skills to create a learning environment for both children and adults.

Strategies Educators write reflection notes to give comments in Xplor planning, acknowledging each other's strengths and diverse knowledge and skills.

By Who All educators

By When 31/12/2019

QA4-6

In Progress

Standard Elements: Professional collaboration: continued **Regulations:** 168-169

Available to sight: Evidence that all educator staff engage with colleagues to reflect on practice, explore new possibilities, and plan for children's experiences

Location:

Reflective journals
Minutes from staff meetings

Self Assessment Notes

Monthly meetings with room leaders are recorded and minutes are printed out for all staff to share information and reflect on practice.

Educational leaders meet and discuss with room leaders about National Quality Standard as guidelines and the Belonging , Being and Becoming, the Early Years Learning Framework for curriculum planning, organising and implementing educational programs. Recorded minutes are printed for staff collaboration and reflection.

Group leaders and educators regularly reflect on the programs and these are recorded under planning in Xplor.

Quality Area 5 (In progress)

QA5-1

In Progress

Standard Elements: Positive educator to child interactions: 5.1.1 **Regulations:** 73, 155, 156, 168

Available to sight: Examples of information gathered from families to support their child during the settling in process, inclusion support plans, and documented spontaneous and planned experiences that support children to choose experiences.

Location:

Individual Child's Folder
Enrolment forms

Self Assessment Notes

Educators consistently from orientation, enquire and therefore organise babies and toddlers routines individually. Educators are responsive to children and provide children with consistent emotional support, assist children to develop skills. Educators follow children's interests, ensuring that children have many opportunities to take the lead in interactions. Educators join in with the interaction by sharing that focus. Educators use positive communication style to involve children in a discussion to establish rules for play. These rules will be used to enforce practice in social interaction while children are learning the skill.

QA5-2

In Progress

Standard Elements: Positive educator to child interactions: continued **Regulations:** 73, 155, 156, 168

Available to sight: Service philosophy - that includes the Service's approach to equity and inclusion.

Location:

Displayed in accessible areas to families
Family / parent handbook
Staff/ educator handbook

Self Assessment Notes

All educators and staff respect the importance and value the centre's philosophy that guides the service's operations. Service policies and procedures are easily accessible by all staff on our computer and also located on our website.

QA5-3

In Progress

Standard Elements: Dignity and rights of the child: 5.1.2 **Regulations:** 155, 156, 168

Available to sight: Service Program and the Children's Enrolment File (Refer to: QA5- Module 1)

Location:

Wall Presentation
Individual child's folder / Program

Self Assessment Notes

Educators find out what meaning children make through their play and determine the nature of their cultural expressions, as they actively engage with people, objects and representations. Educators see each child as competent and valued member, will support and model appropriate behaviour in discussion sessions for children to express how they feel. When giving new information, educators may provide a variety of the appropriate resources and materials to support children of different cultural and language backgrounds.

QA5-4

In Progress

Standard Elements: Dignity and rights of the child: continued **Regulations:** 155, 156, 168

Available to sight: The United Nations Convention on the Rights of the Child

Location:

Displayed (near the Program)

Program (represented within the Program)

Self Assessment Notes

Educators provide time and space for each child to engage in both individual and collaborative pursuits, and respect the fact that each child is unique and will progress in his or her own way.

Educators are aware of the UN Convention on the Rights of the Child, which can be found displaying in the classrooms.

QA5-5

In Progress

Standard Elements: Collaborative Learning: 5.2.1 **Regulations:** 73-74, 155-156, 168

Available to sight: Interactions with Children (related policies and procedures)

Location:

Policy Folder/Manual

Self Assessment Notes

Educators explain to children and teach them the desirable behaviour, the same with modelling and providing feedback.

Educators role modelling the appropriate communications to encourage social interactions.

Children learn through their dialogue with educators and other children in collaborative learning opportunity.

Educators participate and interact with children in their exploratory experiences to shape their thinking and learning.

QA5-6

In Progress

Standard Elements: Self-regulation: 5.2.2 **Regulations:** 73-74, 155-156, 168

Available to sight: Behaviour Guidance Policy, Behaviour Management Plans for individual children, and evidence of communication with Families and /or other professionals

Location:

Program folder

Children's individual files

Self Assessment Notes

Educators find out what meaning children make through their play and join in with the interaction by sharing that focus.

Educators monitor and supervise the play activities and behaviour of children. Ensure to scaffold and model appropriate behaviour, work together and develop share thinking.

Quality Area 6 (In progress)

QA6-3

In Progress

Standard Elements: Engagement with the Service: continued **Regulations:** 31, 73, 111, 157, 160, 168, 172

Available to sight: Evidence that families are able to share their understanding of their child's strengths, interests, abilities, and needs.

Location:

Daily diary / Communication book
Feedback forms (Observations & Program)
Surveys
Enrolment Form

Self Assessment Notes

Each child's learning is planned following the observations towards the child's needs, strengths, interests and abilities. Families are actively encouraged to share their experiences with educators, children and other families. Educators are respectful of children and families and find ways to include their voices in the program, valuing the social and cultural influences that are important to children and families.

QA6-5

In Progress

Standard Elements: Engagement with the Service: continued **Regulations:** 31, 73, 111, 157, 160, 168, 172

Available to sight: Information available to families and educators promoting family participation in the Service.

Location:

Family / Parent handbook
Newsletters
Notice board

Self Assessment Notes

Educators use Xplor as pedagogical documentation and ensuring that each child's progress is monitored on a regular and ongoing basis. It provides our parents and families with the ability to have active input into their children's education.

Family & community notice boards are displayed in the reception area, and are updated regularly by management & coordinators

Notifications are regularly sent out to parents & families via admin posts in our Xplor platform.

QA6-6

In Progress

Standard Elements: Engagement with the Service: continued **Regulations:** 31, 73, 111, 157, 160, 168, 172

Available to sight: Evidence that families (including extended families) are invited and supported to participate in the Program and events.

Location:

Newsletters
Notice board
Announcements & invitations

Self Assessment Notes

Educators listen to families who share their observations about how they see their child in different contexts and therefore will observe different strengths, interests, abilities and emerging development from those observed by our educators

QA6-7

In Progress

Standard Elements: Parent views are respected: 6.1.2 **Regulations:** 73, 111, 155, 160**Available to sight:** Evidence that families have regular opportunities to provide feedback about children's experiences**Location:**

Program
Surveys
Daily diary/Communications book
Emails
Individual children's portfolio
Newsletter

Self Assessment Notes

Educators invite families to contribute their insights into their children's experiences and learning program. Through this participation, our centre will be more able to draw on the strengths offered by these families.

Feedback/suggestion box located in the reception area for parents to use.

QA6-8

In Progress

Standard Elements: Parent views are respected: continued **Regulations:** 73, 111, 155, 160**Available to sight:** Evidence that families contribute to curriculum decision making and the documentation of children's learning**Location:**

Program
Surveys
Daily diary/Communications book
Emails
Individual children's portfolio
Newsletter

Self Assessment Notes

Educators support children's active learning, and through interactions with children and families, will plan educational programs that are relevant, interesting and meaningful for children.

Parents are able to provide feedback and suggestions via comments on observations & programs in Xplor. Children are encouraged to bring in photo's & objects from experiences at home or holidays for show & tell.

QA6-9

In Progress

Standard Elements: Parent views are respected: continued **Regulations:** 73, 111, 155, 160

Available to sight: Regularly updated information from families about children's background, experiences, likes, dislikes, and home routines

Location:

Child's individual file
Observations
Surveys
Daily diary/Communications book
Emails
Educator's reflective diaries

Self Assessment Notes

Relationships are recognised as the core of learning and development. Educators and children build on positive, respectful and caring relationships. Through developing respectful and responsive relationships, educators are able to provide crucial support for the development of a strong sense of children's wellbeing.

QA6-10

In Progress

Standard Elements: Families are supported: 6.1.3 **Regulations:** 31, 75-76, 80, 111, 171-173, 177-178, 181-183

Available to sight: Evidence of communication with families

Location:

Newsletters
Daily diary/Communications book
Emails
Feedback forms (Hardcopy and/or digital)

Self Assessment Notes

Educators are respectful of children and families and find ways to include their voices in the program, valuing the social and cultural influences that are important to children and families (see Xplor planning and observations).

Regular notifications are sent to parents & families via Xplor, as well as emails.

QA6-11

In Progress

Standard Elements: Families are supported: continued **Regulations:** 31, 75-76, 80, 111, 171-173, 177-178, 181-183

Available to sight: Evidence that families have easy access to policies and procedures including your Statement of Philosophy

Location:

Foyer / reception

Self Assessment Notes

Parent & Family handbook located in reception area, and also available for digital download on our website. All new enquiries are provided with our handbook as part of the introduction process, and an email template is used for this.

Policies & procedures folder is located in the reception area, and they are also available in digital form via website or request to management.

QA6-12

In Progress

Standard Elements: Families are supported: continued **Regulations:** 31, 75-76, 80, 111, 171-173, 177-178, 181-183

Available to sight: Information about community services plus available support and resources for families

Location:

Brochures (Accessible areas)
Fact Sheets (Accessible areas)
Information/Parent handbook

Self Assessment Notes

Family & community noticeboard in reception area, and information included in handbook.

Quality Area 7 (In progress)

QA7-1

Completed

Standard Elements: Governance: 7.1 **Regulations:** 168

Available to sight: Evidence of the implementation of appropriate governance arrangements at the Service, including records of decisions by the governing authority as applicable.

Location:

Governance folder/file (Office)
Documents as applicable to arrangements

Self Assessment Notes

Currently have a file located in the management office, where all information regarding regulatory visits, changes/amendments to approvals, notification from regulatory authority are kept. Responsible Persons have access to this if required. MSS.P01 Confidentiality & Privacy policy is current, and covers all aspects of our record keeping and our compliance with regulations and federal laws in this area.

All information required to display is currently on display, as per regulations

Quality Improvement Plan

Issue Towards the end of 2018, the service received a large number of requests from parents for extended opening times. Larger numbers of parents waiting at the centre before opening time (7 am) and rushing off to work.

Rating Priority A - High

Date 6/12/18

Desired Outcome Operating hours for the service that would better suit parents & families working hours/commitments, without affecting overhead costs (and ultimately fees) for the service.

Also taking into account the effect of extended operating hours on subsidies as well.

Strategies Analyse attendance records for 2018 to see how long/what times children are attending

Create a CCS comparison spreadsheet to compare the effect of different operating hours on subsidies for all eligibility conditions

Project extra staffing costs/rosters to cover extra operating hours

Create a proposal for extended operating hours that work for both parents & the service. Send out to parents for feedback, analyse feedback and put new session times/operating hours in place

By Who Mgmt

By When Feb 2019

Evaluation After completing the strategy steps, we were able to extend the operating hours to best suit the demands of parents (change opening time from 7am to 6:30am), and implement three, 10 hour sessions during the day that parents could nominate to attend. The reduced session times worked out the same or better for all parents subsidies, and actually made rostering easier as we had a much better idea of when children would arrive & leave the centre every day.

Feedback from parents was really positive about these changes.

Completion Feb 2019

Issue As the service has continually grown every year for the last 4 years, the number of educators employed has also grown. Employee files were becoming increasingly difficult to manage due to the large number.

Rating Priority B - Medium

Date 17/4/18

Desired Outcome Online platform for managing HR and employee records

Strategies Research different options available, and analyse pros/cons of each, including employing HR administrator part-time

By Who Mgmt

By When June 18

Evaluation A suitable, cost effective platform called Employment Hero was launched at the service in June. Since the introduction of this software, it has enabled the current management team to manage the large HR workload efficiently, while at the same time improving our HR processes and accountability in this area.

Completion June 18

Issue Since the introduction of the new child care subsidy system and associated administrative burdens, the current software (Kindy Manager) is becoming increasingly difficult to manage - daily tasks are lengthy and often create issues. This is causing

account issues for parents, and stress for management.

Rating Priority A - High

Date 13/12/18

Desired Outcome New childcare management (CCSS integration) software that is online, efficient, and future-proof. Ideally we would like an all-in-one solution that combines the documentation & recording of children's learning journeys, program & planning, and parent interaction/communication.

Strategies Research and demo different software available

Analyse suitability of each against what we are ideally looking for to fix the problems we are currently having with Kindy Manager

Create a timeline/plan for migration, ideally before the end of 2018-19 financial year

Keep parents informed of the migration plan, and steps we will take to ensure a smooth transition

By Who Mgmt

By When July 19

Evaluation A platform called Xplor was found which had all the features, and did everything that we were hoping for in this type of software. It was implemented in June 2018, with migration taking place from May 2018.

The migration was really well done, and we had continual support from a single migration specialist who was able to help and provide support for the duration of the migration and even after.

Completion June 2018

QA7-2

Completed

Standard Elements: Governance: continued **Regulations:** 168

Available to sight: Information provided to parents about relevant governance structures, which may include the name of the Approved Provider and the person to contact to make a complaint.

Location:

Parent/Family handbook

Self Assessment Notes

Parent & family handbook was reviewed and updated in September 2018, to include a fresh look and updated information regarding the new CCS system (introduced July 2018). It also includes contact names and details for approved provider and management of the service.

This handbook is supplied to anyone that enquires about our service, and is available on our website as well as in hard copy at the service.

QA7-3

In Progress

Standard Elements: Services Philosophy and purpose: 7.1.1 **Regulations:** 31, 55-56

Available to sight: Service Philosophy which reflects the operational objectives, purpose and principles in accordance with the

Location:

Display in a central area for families, visitors and staff to read

Self Assessment Notes

Current philosophy reflects our core values and operational principles at our service. It is also included in our parent & family handbook.

Although reviewed annually, there has not been a great deal of parent/family input, and does not include directions on how they can be involved in this.

Quality Improvement Plan

Issue Lack of family input in to the review of service philosophy

Rating Priority B - Medium

Date 16/5/19

Desired Outcome Valuable input from our parents & families into the review of the service philosophy

Strategies Include directions in the handbook on how to be involved

Annual notification of upcoming review

Follow up on any feedback from parents & families regarding service philosophies

By Who Management

By When October 2019

Evaluation Mgmt acting on feedback from Sarah Holman regarding nutritional & sustainability areas which will be reflected in updated philosophy

QA7-4

Completed

Standard Elements: Management Systems: 7.1.2 **Regulations:** 116, 117A-117C, 143A, 143B, 145-152, 153-154, 158-162, 163-166, 168-172, 173-176A, 174A, 177, 180, 181-184, 185

Available to sight: Current Public Liability Insurance (This does not apply if the insurance is provided by a state or territory government)

Location:

Governance and management folder / office, or
Insurance Folder

Self Assessment Notes

A current public liability certificate of currency is on display in our foyer along with all relevant insurance paperwork filed in managements office. Responsible persons have access to this information at all times.

QA7-5

Completed

Standard Elements: Management Systems: continued **Regulations:**

Available to sight: Evidence of the Quality Improvement Plan and continuous improvement

Location:

Quality Improvement Plan folder, file or program

Self Assessment Notes

System 7 QIP is online and accessible from any location. All of the management & coordination team are able to login and work on the QIP at any time, and simultaneously.

The QIP is discussed monthly at our room leader meetings, and input from the educators in each room is compiled. Action items for the month are assigned, as well as printed copies of the action plans.

This also reduces the amount of paper usage/waste, and contributes to our achievements towards sustainability at the service.

QA7-6

Completed

Standard Elements: Management Systems: continued **Regulations:**

Available to sight: Child assessment records

Location:

Children's individual file
Observations
Portfolios (or similar)
Transition to school statement
Child assessment reports

Self Assessment Notes

We currently use Xplor for all of our children's profiles and assessment records. This is an online software that is accessible from anywhere, and all of the children's individual files, observations & learning journey's are documented and recorded here.

We use a variety of observations, journals, group observations and documents to create the children's learning journeys.

Children's portfolio's for artwork etc.. are stored in their individual folders in the rooms.

QA7-7

Completed

Standard Elements: Management Systems: continued **Regulations:**

Available to sight: Incident, injury, trauma and illness records

Location:

Children's individual file/s
Folder dedicated to completed forms

Self Assessment Notes

Incident records are completed through Xplor, and are stored in the child's profile on the system. These are accessible by

parents, educators and management at any time.

QA7-8

Completed

Standard Elements: Management Systems: continued **Regulations:**

Available to sight: Medication records and children's attendance records

Location:

Office, or
Where medication is administered
Child's individual file/record

Self Assessment Notes

Medication records are created and stored on Xplor in the child's profile, and are accessible by parents, educators and management.

MSS.F42 Authority to administer medication form must be completed and signed by parents prior to administering any medication.

QA7-9

Completed

Standard Elements: Management Systems: continued **Regulations:**

Available to sight: Evidence of children's attendance

Location:

Children's attendance folder/file (office)

Self Assessment Notes

Attendance records are stored digitally on our Xplor platform. Printed copies of attendance are accessible by management, coordinators and room leaders.

QA7-10

Completed

Standard Elements: Management Systems: continued **Regulations:**

Available to sight: Child's enrolment records

Location:

Children's individual file

Self Assessment Notes

All children's enrolment records are stored digitally on our Xplor system, and are accessible by parents, educators and management.

Parents are encouraged to inform management of any changes to their family & children information stored in Xplor.

QA7-11

Completed

Standard Elements: Management Systems: continued **Regulations:**

Available to sight: The record of the death of a child while being educated and cared for by the Service

Location:

Dedicated file (Office)
Individual child's file (Office)

Self Assessment Notes

Management are aware of the regulation and procedure relating to this circumstance.

QA7-12

Completed

Standard Elements: Management Systems: continued **Regulations:**

Available to sight: A record of the Service's compliance history

Location:

Dedicated compliance file (Governance and management)

Self Assessment Notes

There is a file located in the management office labelled "Licensing & ECRU" which contains all records of licensing visits, compliance directions and any other documents relating to licensing for the service.

QA7-13

Completed

Standard Elements: Management Systems: continued **Regulations:**

Available to sight: Record of educators working directly with children

Location:

Staff Sign in/out registers
Staff members individual file

Self Assessment Notes

Responsible person register is located at reception, and is completed by responsible persons every day. All staff complete individual timesheets every day, as well as printed rosters located in reception and staff room which indicate which room each staff member is working for the day.

A "supervisor on duty" tag is placed on the photo of the staff member currently performing this role, and this photo wall is located in reception also.

QA7-14

Completed

Standard Elements: Management Systems: continued **Regulations:**

Available to sight: The Educational Leader documentation and identity

Location:

Educational leader folder
Quality improvement plan
Information to be displayed (Foyer)

Self Assessment Notes

Educational leader carries out regular monthly meetings with the room leaders, to discuss all areas of the educational program and practice in the centre. The meetings are documented, and show evidence of ideas, focus areas and challenges that the educational leader brings to these meetings.

There is a photo wall in our reception area which contains the photos of all our current staff members, with name & qualification (role) labels.

QA7-15

Completed

Standard Elements: Management Systems: continued **Regulations:**

Available to sight: The Nominated Supervisor's acceptance of the written consent form

Location:

Governance and management folder / office
Individual staff members file

Self Assessment Notes

Nominated supervisor confirmation letter from ECRU on display in the reception area, as well as displayed on signage at the front entrance of the building.

Record of the application & approval can be viewed in the NQA ITS portal.

QA7-16

Completed

Standard Elements: Management Systems: continued **Regulations:**

Available to sight: Prescribed information to be displayed - includes: Approved provider name, Provider approval number, Any conditions relating to the Provider approval, The name of approved Service, Service approval number and any conditions or waivers relating to the Service approval

Location:

Information to be displayed (Foyer)

Self Assessment Notes

Signage placed at front entrance of building, and also in the reception area containing all information to be displayed.

Service & provider approvals are also displayed in the reception area.

QA7-17

In Progress

Standard Elements: Management Systems: continued **Regulations:**

Available to sight: Record of volunteers and students

Location:

Visitors book/register

Self Assessment Notes

Visitor attendance is recorded and stored on our digital attendance hubs (ipads) located on the reception counter.

Quality Improvement Plan

Issue Currently no induction form for visitors to the centre

Rating Priority C - Low

Date 10/9/2019

Desired Outcome Create a visitor induction form which outlines any policies/expectations to adhere to while at the centre

Strategies Mgmt to create policy/form

By Who Mgmt

By When Dec 2019

QA7-18

In Progress

Standard Elements: Management Systems: continued **Regulations:**

Available to sight: Evidence that records are stored appropriately to protect confidentiality

Location:

Office - locked cabinets

Self Assessment Notes

Any paper-based records are kept securely either in the management office, or locked filing cabinets in the rooms.

Management office has a deadlock and combination lock for security, and entry to all rooms is secured with combination locks on the main doors.

All other records are stored digitally on our secure server, or various web-based platforms that we use to manage the service eg. Xplor, Employment Hero

Access to any digital platforms require usernames and passwords which are unique to each individual, and management folders on the server which contain sensitive information are password protected and also have IP based access protocols.

Quality Improvement Plan

Issue Computers & Ipads in the rooms could be better secured when the centre is closed, as this poses a potential risk for theft

and access to sensitive information.

Rating Priority A - High

Date 10/9/2019

Desired Outcome All IT devices secured during closed hours to reduce the risk of theft/access to sensitive information

Strategies Procedure regarding the logging out & powering down of computers/devices, as well as securing when the centre is closed

Addition of extra security cameras to existing system

By Who Mgmt

By When Oct 2019

QA7-19

Completed

Standard Elements: Management Systems: continued **Regulations:**

Available to sight: Your Services current rating for each Quality Area and the overall rating of the Service

Location:

Foyer or prominent position

Self Assessment Notes

Certificate is displayed in the reception area

QA7-20

Completed

Standard Elements: Management Systems: continued **Regulations:**

Available to sight: Service operation details, including the: days and hours of operation, name and phone number of the Responsible Person in charge at any given time, name and phone number of the person who can be contacted for a complaint, name of the Educational Leader and contact details of the Regulatory Authority

Location:

Displayed in prominent area/s but DO NOT display personal phone numbers
Family/Parent handbook

Self Assessment Notes

Signage with information required displayed at front entrance and also reception area of the building. Information also contained in the parent & family handbook.

QA7-21

Completed

Standard Elements: Management Systems: continued **Regulations:**

Available to sight:

Information on required notifications and time-frames, and records of notifications to the Regulatory Authority

Location:

Staff room notice board(information on required notifications and time-frames)
Dedicated folder; 'Notifications to the Regulatory Authority' (office)

Self Assessment Notes

Printed copies of required notifications displayed in the staff room, and digital version located on the server, accessible by educators and management.

Copies of notifications made to the regulatory authority are stored in the "Licensing & ECRU" folder located in the management office.

QA7-22

Completed

Standard Elements: Management Systems: continued **Regulations:**

Available to sight: Record of complaints against the Service that allege a breach of legislation or serious incident held by the Regulatory Authority, and copies of complaints made directly to the Service.

Location:

Dedicated file/folder for complaints and related follow up (Office)

Self Assessment Notes

Records of complaints are stored in the "licensing & ECRU" folder located in the management office.

QA7-23

Completed

Standard Elements: Management Systems: continued **Regulations:**

Available to sight: Grievances and Complaints Policy and related procedures

Location:

Policy folder /manual
Family/Parent handbook

Self Assessment Notes

Grievances/complaints procedure is summarised in the parent & family handbook. The printed policy is located in the policies/procedures folder located in the reception area.

A register is not currently being used, as we have had only 2 formal complaints in the last 4 years of operation, which are documented in the "Licensing & ECRU" folder located in the management office.

QA7-24

In Progress

Standard Elements: Management Systems: continued **Regulations:**

Available to sight: Policies and Procedures are available at the Service for families (As outlined in Regulation 168)

Location:

Policy folder/manual

Office and foyer

Self Assessment Notes

Currently there is a policy folder located in the reception area, accessible by all parents & families of the service.

Policies are reviewed periodically, and where required as determined by feedback, complaints, or areas identified in the QIP. All policies contain a templated footer which shows the folder location on the server, date of the last completed review, and document control statement - "Hard copies are uncontrolled, refer to P:\Centre Operation for current controlled copy"

Policies that are updated or created are uploaded into our online HR management platform (Employment Hero), and all educators are required to read & acknowledge (sign off) on each of the policies.

Quality Improvement Plan

Issue Too much paper is used printing hard copies of all of our policies - this is an environmentally unsustainable practice, as well as being regarded as poor practice from a quality control perspective.

Rating Priority C - Low

Date 23/7/2019

Desired Outcome All policies/procedures accessible digitally by all parents & families of our service. Large reduction in time/paper waste from not having to print policies every time they are reviewed/updated.

Strategies Create back-end page for our website where all current policies/procedures are stored. Parents given link to access this page once they have a confirmed enrolment.

By Who Mgmt

By When Dec 2019

External References <https://mss.edu.au/behind-the-scenes/>

Completion "Behind the scenes" page created August 2019

QA7-25

Completed

Standard Elements: Management Systems: continued **Regulations:**

Available to sight: Evidence in the staff record of sighting 'Working With Children Checks'

Location:

Individual staff induction/orientation records (Office)

Self Assessment Notes

All staff records are kept digitally on our online platform, Employment Hero. Providing a copy of their WWCC is a required certification to complete before starting work, and both management and the employee receive email reminders when the employee's WWCC is 1 month, and 1 week away from expiring.

Standard Elements: Management Systems: continued **Regulations:**

Available to sight: Evidence for families of required safety screening clearance (Including WWCC) for educators, co-ordinators, family day care educator assistants and staff members prior to engagement at the Service.

Location:

Individual staff records (Office)
Foyer or noticeboard

Self Assessment Notes

Copies of all staff WWCC are digitally stored in Employment Hero.

Quality Improvement Plan

Issue No signage to inform parents & families about the safety screening for educators that work at the service

Rating Priority C - Low

Date 25/7/19

Desired Outcome Details of safety screening for employees available to parents & families

Strategies Mgmt to create signage and place on parent & community notice board in reception

By Who Mgmt

By When Dec 2019

Standard Elements: Management Systems: continued **Regulations:**

Available to sight: Rosters and staffing arrangements that reflect the importance of educator continuity on a day-to-day basis

Location:

Staff roster
Roster sign-in/out sheets

Self Assessment Notes

Each room at the centre has 4 permanent staff, ensuring familiar faces for the children every day. Casual staff are also generally rostered in the same rooms as well, where possible.

Rosters are sent out each week on Friday, with draft rosters for the following 2 weeks as well, so that staff can forward plan for any changes.

Standard Elements: Roles and Responsibilities: 7.1.3 **Regulations:** 72, 82-85, 90, 95(c), 97-98, 168, 170-171, 185

Available to sight: Documented induction procedure and information about the Service provided to all staff members.

Location:

Staff handbook
Induction checklist

Self Assessment Notes

The staff induction process is automated through Employment Hero, and all required policies, procedures and information is accessed through this platform. Management can see exactly what stage a staff member is at through the induction process at any time, and if there are any outstanding items to complete.

All parts of the induction process require the staff member to sign off, or provide required documents/certifications for evidence.

All of the important HR policies/documents are accessible by staff through Employment Hero at any time.

QA7-29

In Progress

Standard Elements: Roles and Responsibilities: continued **Regulations:**

Available to sight: Documented position descriptions, outlining roles for educators, co-ordinators and staff members that: Clearly outline the responsibilities of the position, clearly explain the Approved Provider's expectations, and are used as the basis for monitoring and reviewing all staff members' performance.

Location:

Individual staff records (Office)
Staff/educator handbook
Job descriptions templates

Self Assessment Notes

Position descriptions for assistant, qualified educators are in place, as well as food coordinator and room leader. These are currently due for review.

Position description for service coordinators is currently in progress.

Quality Improvement Plan

Issue No position description for service coordinator

Rating Priority B - Medium

Date 13/12/18

Desired Outcome Position description for service coordinators completed

Strategies Develop clear roles & responsibilities for this position

Possibly include some KPI's to achieve on an annual basis

By Who Mgmt

QA7-30

In Progress

Standard Elements: Roles and Responsibilities: continued **Regulations:**

Available to sight: Exit data and documentation that provides information about the reasons for educators and co-ordinators leaving the Service

Location:

Individual staff records (Office)

Employee exit guide and procedure (Optional)

Self Assessment Notes

Exit notes are kept on file in the employee file on Employment Hero

The exit procedures are automated by Employment Hero, which ensure that all required steps are completed when an employee finishes working at the service.

Notice periods are included in employee contracts, which are as per the national employment standards and MA000120 Children's Services award

Quality Improvement Plan

Issue No exit interview/feedback process in place

Rating Priority C - Low

Date 5/9/19

Desired Outcome Formal exit interview to be created, with opportunity for the employee to provide feedback about their experience at the service

Strategies Develop relevant questions which will enable us to gather information that will help us improve our employee experiences at our service

By Who Mgmt

By When Dec 2019

QA7-31

In Progress

Standard Elements: Continuous Improvement: 7.2.1 **Regulations:** 35, 55-56

Available to sight: The Quality Improvement Plan is displayed or available for families and staff to view current goals and strategies

Location:

Foyer/Entry
Office copy (QIP)

Self Assessment Notes

Currently the QIP is displayed in the reception area, and is available in print or digital format on request

We are aiming to have this accessible to families in the same location as our policies and procedures, using a back end page on our website.

Quality Improvement Plan

Issue Printing the QIP every time it gets updated is a waste of paper, and time consuming. We would like to have it available in digital format, accessible by all parents, families & educators at any time.

Rating Priority B - Medium

Date 14/8/19

Desired Outcome Digital version of the QIP available and accessible to all parents, families & staff at any time. Saving of time and wastage of paper by doing this.

Strategies Create back end page on our website where the QIP is uploaded, and the link for access to this page given to everyone at the service.

By Who Mgmt, Dreamedia

By When Oct 19

External References <https://mss.edu.au/behind-the-scenes/>

Completion "Behind the scenes" page created on the website by Dreamedia Aug 19

QA7-33**In Progress**

Standard Elements: Continuous Improvement: continued **Regulations:**

Available to sight: Systems for collecting information from families, children and staff members about their perception of the Service

Location:

Family surveys
Staff surveys
Communications books
Minutes from family meetings
Minutes from staff meetings
Online portals

Self Assessment Notes

Regular staff satisfaction surveys are completed throughout the year, and results are compiled and analysed, and action items are added to QIP for review. Staff performance reviews are also conducted annually, and these give the staff an opportunity to provide feedback about all areas of the service.

We have a feedback/suggestion box located in reception for parents & families to use, although it does not get used much. Regular communication with parents is via admin posts in Xplor, and regular emails. Parents are always invited to provide feedback about proposed changes or ideas that we have at the centre. Parents can comment on any observation, admin post or program via their Xplor logins.

Minutes are recorded for all staff meetings and stored in the server folder system, and copies are distributed in the staff room for all to read.