



Chemello Group QIP

PREPARED FOR

Coolamon School of Early Learning

CURRENT AS OF
7/05/2024

Our QIP has been developed in consultation with our children,
families, educators and our organisational community and
external community

MEET THE TEAM



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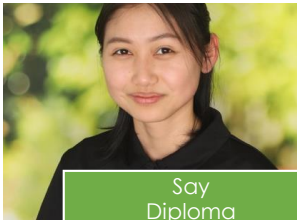
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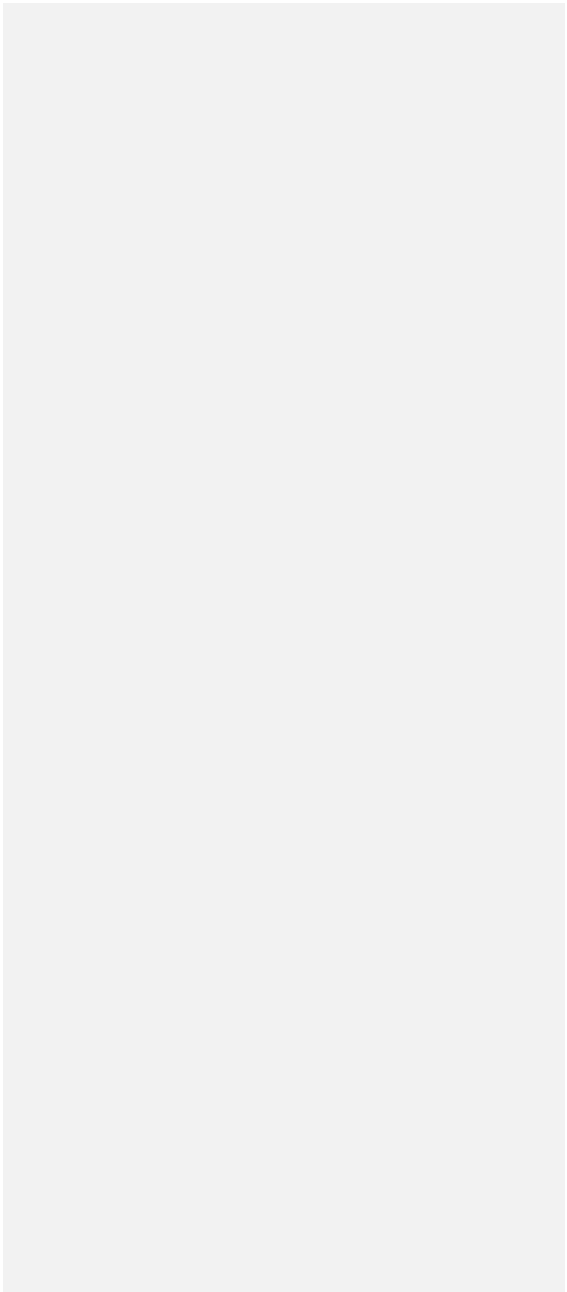
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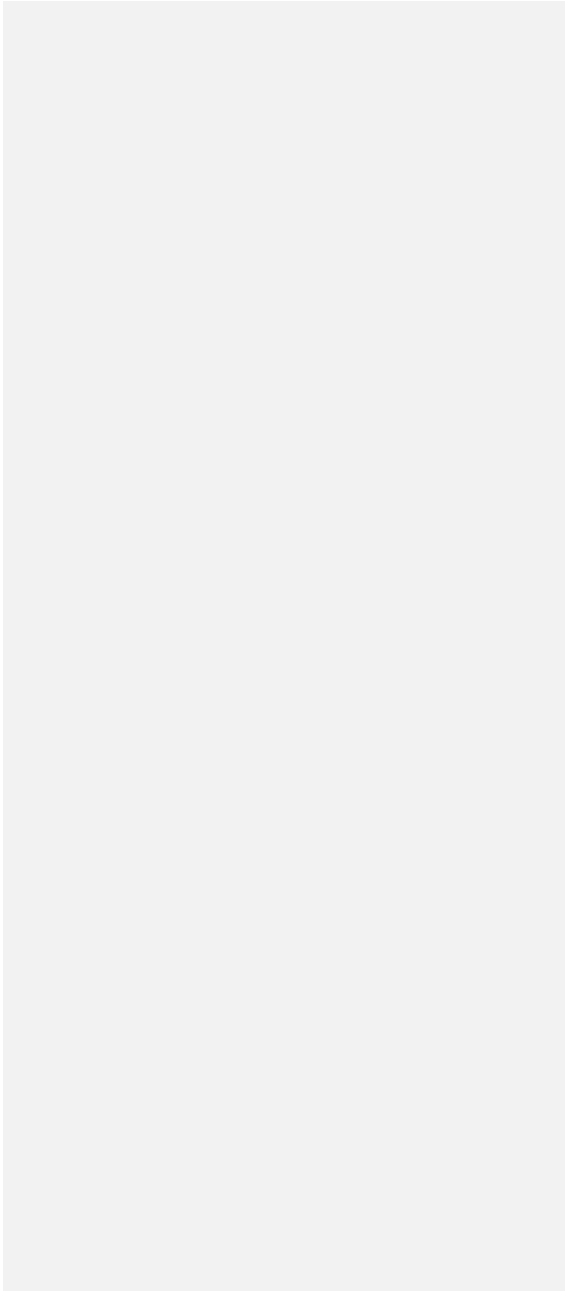
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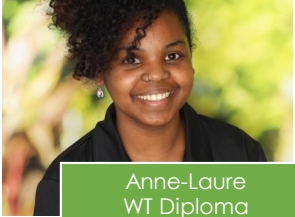




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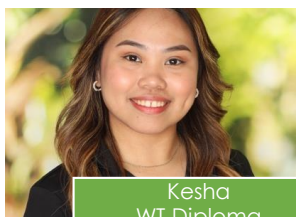
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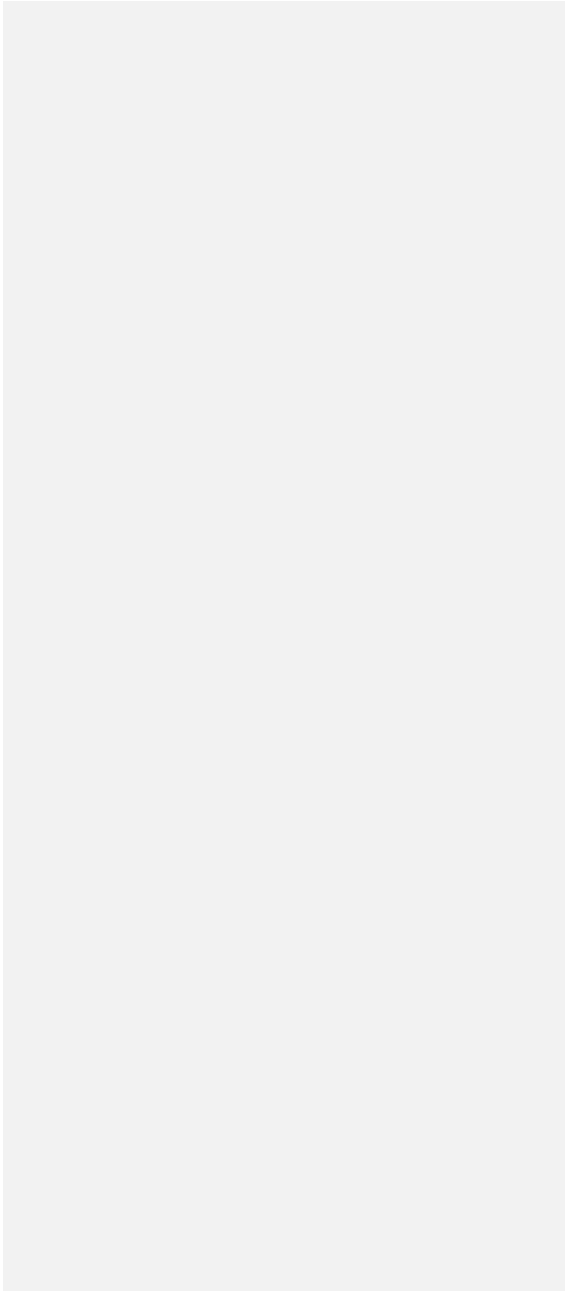
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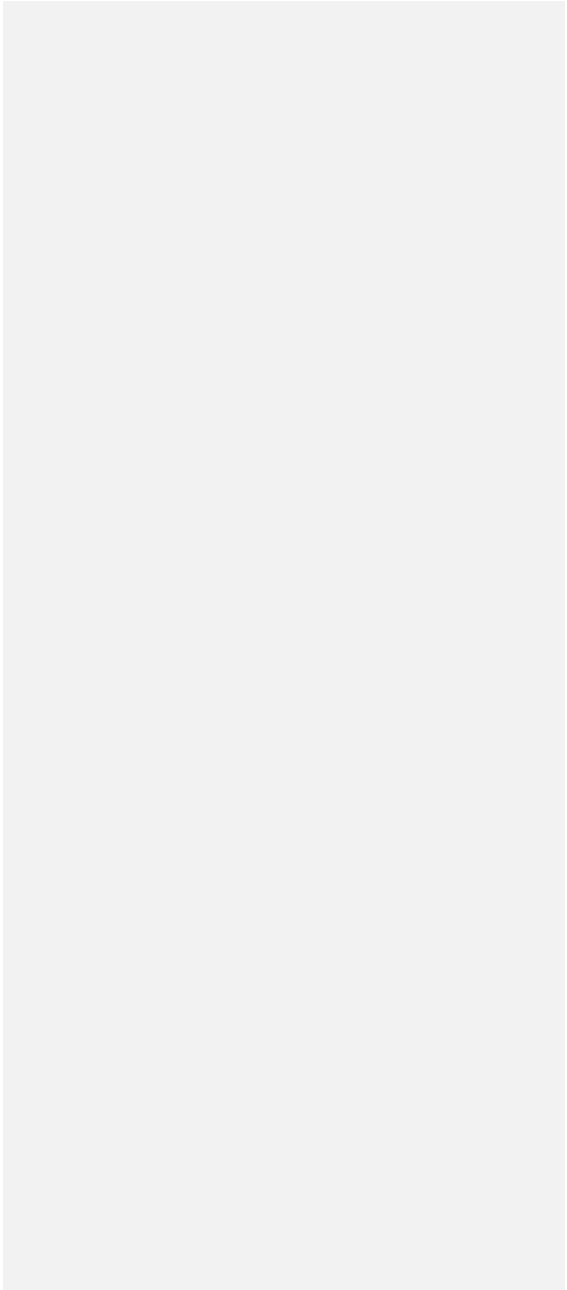
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SERVICE DETAILS

Service name		Service approval number	
Coolamon School of Early Learning		SE-40024257	
Physical location of service		Physical location contact details	
Street	136 Coolamon Blvd	Telephone	6296 2457
Suburb	Ellenbrook	Mobile	NA
State/territory	WA	Fax	NA
Postcode	6069	Email	admin@coolamonse.com.au
Approved Provider		Nominated Supervisor	
Primary contact	Ann-Marie Chemello	Name	Shelyce Bitmead
Telephone	0408 935 703	Telephone	08 6296 2457
Mobile	0408 935 703	Mobile	0487790347
Email	annmarie@chemellogroup.com.au	Email	admin@coolamonse.com.au
Postal address (if different to physical location of service)		Educational leader	
Street		Name	Sanjina Auckloo & Bev Raghvani
Suburb		Telephone	08 6296 2457
State/territory		Email	admin@coolamonse.com.au
Postcode		Working Days	9-day fortnight M-F/Tu-F

OPERATING HOURS

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Open	06:30 AM	06:30 AM	06:30 AM	06:30 AM	06:30 AM	Closed	Closed
Close	06:30 PM	06:30 PM	06:30 PM	06:30 PM	06:30 PM	Closed	Closed

ADDITIONAL INFORMATION

	CHILDREN	Coolamon School of Early Learning is a family owned and operated service licenced for 133 children aged 0-5 across 6 rooms. Currently we have 166 active enrolments
	PARKING	Ample parking is available onsite for both staff and visitors with additional street parking also available.
	CLOSURES	The service is open Monday to Friday 52 weeks of the year with closures only occurring on Western Australian public holidays.

OUR STORY

Coolamon School of Early Learning opened in August 2022. After careful deliberation and years of planning Ann Marie and key stakeholders finalised building design, resources lists, and philosophy. As a result, the Coolamon School of Early Learning was born out of a shared passion for early childhood education and a commitment to making a positive difference in the lives of children and families in our community. With decades of combined experience in childcare and education, we bring a wealth of knowledge, expertise, and genuine care to every aspect of our centre.

As a family-owned childcare service, we understand the importance of providing a nurturing and supportive environment for the children in our care. Our story began with a simple yet profound belief: that every child deserves a safe and loving space to grow and thrive.

At Coolamon School of Early Learning, we believe in fostering a sense of belonging, curiosity, and joy in each child. Our dedicated team of educators is committed to providing tailored care and attention, ensuring that every child feels valued, supported, and empowered to explore the world around them.

From our vibrant and inviting classrooms to our engaging learning activities and enriching curriculum, every aspect of our program is designed to inspire a love for learning and promote holistic development in children. We embrace a play-based approach to education, recognising that play is the natural language of childhood and a powerful tool for learning and self-discovery.

We take pride in creating a warm and welcoming atmosphere where families feel like an extension of our own. We believe in open communication, collaboration, and partnership with parents, acknowledging that they are a child's first and most important teachers.

At Coolamon School of Early Learning, we are more than just a childcare centre—we are a community of families, educators, and caregivers united by a shared commitment to nurturing the next generation of leaders, thinkers, and dreamers. We invite you to join us on this incredible journey of growth, discovery, and endless possibilities.

RECONCILIATION ACTION PLAN

RAP has been submitted for publishing.

STRATEGIC INCLUSION PLAN

https://38e85782-9e98-459f-851d-6fcada709028.filesusr.com/ugd/75cc81_fd7a7a22ffb44a04afa00b48e0ac1381.pdf

SERVICE PHILOSOPHY

We acknowledge the Wadjuk people of the Noongar nation as traditional owners of the land where Coolamon School of Early Learning Stands.

We would like to pay our respects to the elder's past, present and emerging.

Our centre Philosophy is the shared beliefs, knowledge and values of staff, families, children and key stakeholders.

Nurturing and Supporting our Children

Children are safe, secure and supported in a loving and nurturing environment.

We believe that the rights and best interests of the children is paramount.

Each child is valued and included, our educators provide a loving and supportive environment.

Children are curious enthusiastic active participants and decision makers in their learning journey.

Children are successful, competent and capable learners each with unique qualities and abilities that we nurture to reach their fullest potential.

All children have the right to be treated equally and with respect, we believe in advocating and nurturing the "United Rights of a Child". Opportunities are provided that enhance children's journey of being, belonging and becoming. These opportunities support children to develop self-esteem, autonomy, social skills, build confidence, resilience, early numeracy and literacy skills.

Each child is unique and we support children in succeeding and meeting their individual developmental milestones.

Children develop a strong sense of identity, are connected and contribute to the world and have a strong sense of wellbeing.

Children are confident and involved learners. They are effective communicators.

A solid foundation in the first 5 years of a child's life, gives them the ultimate opportunity to lifelong successes, health and development.

Children are supported with continuity of learning and transitions. We foster positive transitions from home and a supportive school readiness program.

Partnerships with Families and our Community

Families are the first and most influential people in a child's life and are privileged to be a part of their child's early years.

Families contributions, ideas and feedback into all aspects of our service to ensure that we are able to provide high quality education and care.

Strong community connections and partnerships with key stakeholders are imperative for overall success.

Families cultures, values and perspectives are valued. We welcome all families to share their skills, talents, traditions and expertise.

Our Educational Curriculum

Our holistic educational curriculum is responsiveness to children's strengths, ideas and emerging interests.

Our curriculum is flexible providing an engaging, diverse and stimulating range of learning experiences in both the indoor and outdoor learning environments.

We believe in the importance of "Learning through play" and create opportunities for discovery, engagement, creativity, imagination, critical thinking and sensory involvement.

We support children through scaffolding learning and making the most out of "teachable moments" each and every day.

Our curriculum supports children to feel connected to their world by acknowledging and celebrating their cultural traditions and values.

We provide opportunities to support children to become environmentally responsible and sustainable.

Our curriculum support's children in their growth and development. Each child has an individual learning plan cycle to demonstrate their learning achievements, critically reflect, extend and assess their progress in consultation with the Early Years Learning Framework.

We believe the aesthetically pleasing environment to be a critical aspect of children's learning and development.

Our environments are welcoming and stimulating for children and promote opportunities for problem solving, investigating, exploring and appropriate risk taking.

Our Early Childhood Educators

Our educators engage in warm, positive and meaningful interactions with children while supporting, guiding and scaffolding their learning.

At Coolamon School of Early Learning we value the importance of developing respectful, reciprocal secure relationships with children by being truly "present" for their special moments, achievements and meaningful conversations.

Our educators are knowledgeable, using holistic approaches, responsiveness and intentional teaching to empower children and support their learning and development.

We respect diversity in culture, views, values and understandings.

We value and respect Aboriginal and Torres strait views, values, understandings and traditions.

We believe in critical reflection in all aspects of our service as it is fundamental to our ongoing growth and successes.

We have a dedicated approach to continuous improvement by embedding our service practices, using critical reflection and meaningful engagement with families and the community to inform best practices in Early Childhood Education and Care.

We are empowered and knowledgeable in our Pedagogy. We will guide, support and value our fellow educators in sharing strengths, ideas, decision making, teaching strategies and critical reflection.

Early Childhood Australia Code of Ethics, guide our professional practices, attitudes and values.

We are committed to lifelong learning and professional development to succeed in meeting their personal and professional goals.

We see ourselves as partners in children learning and play an important role in the learning journey of each and every child.

Reviewed in June 2022 in collaboration with Educators, Management and Key Stakeholders

QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE



GRAM

ELEMENT	OUR STRENGTH
1.1.1 Approved learning framework	<p>The way we shape our curriculum directly impacts each child's growth, helping them discover their identity, strengthen connections with their community, become confident learners and effective communicators.</p> <p>Our curriculum emphasises the development of the whole child, including their physical, social, emotional, creative, and cognitive development. We strive to create an environment that encourages exploration and discovery, allowing children to develop skills in problem-solving and collaboration. We also provide opportunities for children to develop their communication and literacy skills, as well as their understanding of numeracy and science.</p> <p>We provide a range of activities and experiences to engage children in meaningful learning. We aim to develop positive relationships and foster a sense of belonging among children. We strive to create an environment that is safe and supportive, and that encourages respect and mutual understanding.</p> <p>We provide opportunities for children to explore the world around them, to appreciate the diversity of cultures, and to develop a sense of global citizenship. We seek to develop an understanding of our local environment and the importance of sustainability.</p> <p>We strive to ensure that the curriculum we provide is meaningful and relevant for the children, and that all children have access to learning experiences that are appropriate for their age and stage of development. We seek to ensure that all children feel valued and respected, and that their learning is supported, and their individual needs are met.</p>

EVIDENCE IN PRACTICE	
Example	Evidence
1. We involve families, educators and the wider community in the curriculum decision-making process. We believe that a curriculum that truly supports the development of children is informed by our	1. Evidence of family input in curriculum - Sustainability post from Sandra November 2023

understanding of the varied beliefs, values and cultures of our families and community.

2. Utilise evidence-based best practices in curriculum design. Use research and data to inform decision-making and ensure that curriculum decisions are research-based and align with the educational goals of the service to meet best outcomes for the children in our care. For example, using the developmental milestones and our understanding of the Zone of proximal development, credited to Lev Vygotsky, we have learnt that in order to provide a child with the support they require to reach the next milestone, we must first observe and analyse the current level of the child's abilities and build upon their knowledge by planning forward and scaffolding learning.
3. Develop and implement a curriculum that considers and meets the individual needs of each child and supports their progress towards the readiness for a school-based kindergarten program
4. Celebrate diversity and promote inclusivity. We have created a curriculum that is diverse and inclusive, and that recognises and celebrates the unique identities, cultures and backgrounds of all children, reflective of their families' aspirations. We share these upcoming celebration days with families to encourage their participation in our events.
5. Encourage authentic and meaningful learning experiences. Design learning activities that are meaningful and engaging, and that support and extend children's knowledge, skills and understanding

2. [Example of Observation cycle based on developmental milestone checklists](#)
3. [School readiness curriculum cycle school readiness program info pack for families](#)
4. [Curriculum cycle with cultural and diversity celebrations Notifications of cultural celebrations being celebrated in the service](#)
5. [Curriculum cycle with children's input/spontaneous Observation cycle based on "all about me" form](#)
6. [Curriculum cycle depicting relationships with the community.](#)
7. [Individual observation & curriculum child note to families sharing AUSLAN resources.](#)

<p>of the world. This is evidenced as children's input (CI) and spontaneous input (S) in our weekly curriculums.</p> <p>6. Foster a sense of belonging and connection to the wider community. Develop learning, activities and experiences that build connections between the service and the wider community, and that promote feelings of belonging and inclusion.</p> <p>7. Educator work effectively, sensitively and confidently with families who have diverse circumstances to foster the emotional and mental health of the children. We incorporate the use of AUSLAN into our curriculum to ensure inclusion and a sense of belonging for all the children in our care.</p>	
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DATE:	Improvement identified	Progress notes	Update
17/03/2023	<i>Enhancing individualised learning plans ensuring better alignment with children's interests and developmental needs.</i>	<p>Since opening in August 2022, the service has used Story Park for all documentation. The educators at the time received training Sanjina on how to use Story Park and linking planning.</p> <p>Throughout 2023 we have seen new educators come through the service, Sanjina has been able to support all new educators using Story Park and support their documentation. Sanjina is able to offer ongoing support to all educators learning to use Story Park.</p> <p>Sanjina has regular conversations with educators about the planning cycles and how to support the writing individualised plans to align with the child's interests and developmental needs.</p>	Moved to strengths 15.03.24

		<p>15.03.24 – With the steady growth of the service, we have seen a subsequent increase in new educators who Sanjina and Bev have continued to mentor. This is an ongoing cycle of observation and reflection on the documentation and practices of individual educators which is explored in weekly discussions or during performance reviews.</p>	
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ELEMENT	OUR STRENGTH
1.1.2 Child-centred	<p>Each child's current knowledge, strengths, ideas, culture, abilities, and interests are the foundation of our program.</p> <p>We strive to build on each child's strengths and interests by providing a variety of developmentally appropriate activities and experiences. We believe that learning should be fun and engaging and strive to create a positive learning environment. We work to ensure that each child feels comfortable, safe, and supported in our program. We honour and respect each child's cultural background and strive to create an inclusive environment for all. We recognise that each child learns differently and provide individualised instruction and support to meet each child's unique needs.</p>

EVIDENCE IN PRACTICE	
Example	Evidence
1. Educators develop a curriculum that is centred around the interests of the child, they begin by asking the children open-ended questions to gauge their knowledge, strengths, ideas, culture, abilities, and	<p>Observation cycle based on an "all about me" My child sheets Child notes</p>

interests. Much of this information is gathered from families upon enrolment.

2. Educators observe the children during their everyday activities to get a better understanding of their individual skills and areas that may require further support. We then intentionally incorporate activities that support their interests and needs into the curriculum which remains flexible to support the everchanging interests of the children.

3. The service offers a variety of learning materials and activities/opportunities that are culturally relevant and appropriate, and children are encouraged to take part in activities that will help them explore and develop their skills and knowledge supporting the best outcomes for each individual as they progress towards mutually agreed upon goals.

4. We listen to the children and make sure their ideas are respected and valued. Children are the centre of our curriculum and daily routines. Agency and autonomy are highly promoted in our service as is self-regulation.

8. We provide a safe and supportive environment for children to learn, express themselves, and grow.

9. the service gathers input from the families upon enrolment regarding the child's interests, cultural information, medical needs as well as determining what

[Individual child plans](#)
[Child notes](#)
[Educational program - creators](#)
[Educational program - explorers](#)
[Educational program - inventors](#)

[Pictures of children engaged with environment](#)

[Room routines](#)

[Pictures of the learning environment - safe](#)

[Enrolment forms](#)
[My Child sheet](#)
[Welcome to the babies room](#)
[Welcome to the toddlers room](#)
[Welcome to the kindy room](#)

they would like to see their child learning whilst attending out service.

DATE:	Improvement identified	Progress notes
Click or tap to enter a date.	.	

ELEMENT	OUR STRENGTH
1.1.3 Program learning opportunities	<p>All aspects of our program, including routines, are organised in ways that maximise opportunities for each child's learning.</p> <p>Our program is based on the Early Years Learning Framework (EYLF) and is tailored to the individual needs of each child by providing appropriate support, resources and activities that are developmentally appropriate and meet the interests of the child. Our educators are highly qualified and have experience in supporting the holistic development of children.</p> <p>We provide a range of age-appropriate activities, experiences and learning opportunities that are based on the individual needs, interests and abilities of each child. We use a variety of teaching strategies to engage and motivate children, such as play-based learning, inquiry-based learning, direct instruction, and problem-solving activities. We also use a range of resources, such as books, puppets, blocks, sand, water, outdoor play equipment and multi-sensory experiences. We create a safe, supportive and nurturing environment where children feel secure and valued. We also respect and value each child's home language and culture, while fostering their development of social and emotional skills. Our educators work in partnership with families to ensure that each child's learning is supported and extended. We provide regular feedback to families about their child's learning, development and wellbeing. We also provide families with information about their child's progress and our program.</p>

EVIDENCE IN PRACTICE	
Example	Evidence
<p>1. Each room within the service develop routines appropriate for the age group they are caring for to support children's learning and development. Each routine is flexible to allow educators and children to maximise learning and play opportunities.</p>	<p>1. Room routines</p>

2. Through observations and parent input educators develop educational programs including safe, supportive play-based environments, learning experiences and activities developmentally appropriate for each child in our care daily.

3. Educators indicate goals for children's development when analysing their learning in individual and group observations. They then scaffold children's learning further by planning extension activities.

4. Provide opportunities for children to practice skills and take ownership of their learning. Children are given lots of opportunity to extend their own learning and are supported with the development of their sense of agency

5. Through play-based learning, educators create environments and activities that extend from the children's interests and developmental levels to allow for ongoing learning throughout the day. Activities are often extended upon to maximise children's learning in emerging interests.

6. Educators create learning environments, educational programs and routines to encourage problem-solving skills and creativity based on the needs, interests and developmental levels of each child.

7. Facilitate meaningful interactions between children and adults. Educators engage in meaning conversations about children's understanding and ideas. Each opinion is respected and ultimately works towards furthering the child's knowledge and understanding.

2. [Individual observation plan- planning to environments](#)
[Educational program with parent input and observations](#)
[Fortnightly reflections indicating parent input](#)

3. [Educational program](#)
[Individual child plans](#)

4. [Individual child plans](#)

5. [Educational program with extensions](#)

6. [Educational program](#)
[Room routines](#)
[Child notes](#)

7. [Relationships with children policy](#)

EXCEEDING THEMES		
THEME 3	THEME 2	THEME 1
<p>We deeply value the role of families and the community in shaping a vibrant and enriching curriculum. Our approach to curriculum documentation and family engagement is designed to be dynamic and interactive, ensuring that learning is a shared journey. By using story park, an online platform, we maintain a transparent and ongoing dialogue with our families. This platform allows us to document each child's learning experiences through photos and direct communications, providing families with real-time updates on their child's progress and day-to-day activities. We actively encourage families to contribute their insights by providing feedback on the curriculum and sharing personal stories from home. This input is invaluable as it enables us to tailor learning experiences to reflect the diverse backgrounds and interests of the children in our care. Incorporating elements from their home environments into the classroom not only personalises learning but also helps children see the connection between their school and family life, enhancing their understanding and engagement. Families often express appreciation for the thorough analysis and thoughtful integration of their feedback into their child's learning journey. This appreciation underscores the effectiveness of our approach, affirming that</p>	<p>Critical reflection is woven into the fabric of our educational philosophy. We believe that continuous self-assessment and improvement are essential to delivering a high-quality educational program. To embody this belief, we conduct detailed weekly and termly audits, using these as powerful tools for reflection and refinement. These audits serve as facilitators for growth by pinpointing specific areas where support is needed or enhancements can be made. Following each audit, educators receive both individual mentoring and group training sessions. These are meticulously designed to align their practices more closely with our philosophy of providing exemplary early childhood education. Through these reflective practices, we not only identify opportunities for development for individual educators but also evaluate and enhance our room environments and service delivery as a whole. This thorough approach ensures that our curriculum not only meets but exceeds the standards expected by our families and the community, reinforcing our commitment to fostering an</p>	<p>we are committed to enhancing our educational practices through thoughtful and systematic approaches. To ensure that all children receive consistent and meaningful attention, our educational leader and management team collaboratively developed a strategic observation tracker. This tool is designed to monitor and record the development and learning experiences of each child, tailored to their attendance pattern. After careful reflection on the unique needs of our diverse student body, we have tailored our observation cycles to optimally support each child's learning journey. Part-time children who attend our service between one to three days a week are observed once each term, ensuring we capture their developmental progress accurately without overwhelming them. Meanwhile, children who are with us full-time, attending four to five days a week, benefit from two observations per term. This allows us to maintain a closer watch on their ongoing development and educational needs. This structured approach to observations ensures that no child goes unnoticed and that our educational interventions are timely and appropriate. By adapting our tracking to suit different attendance rates, we not only uphold our commitment to individualised care but also enhance our ability to support</p>

<p>our commitment to meaningful engagement with families enriches the educational experience, fosters a sense of community, and supports a holistic approach to child development at Coolamon School of Early Learning</p>	<p>environment where both children and educators can thrive.</p>	<p>every child's growth and learning in a responsive and effective manner.</p>
<p>We embrace a holistic approach to education that actively involves our families and the broader community. By integrating our curriculum documentation within the story park platform, we ensure that these essential resources are not only accessible to all our educators but also to the families we serve. This transparency fosters a collaborative environment where everyone's input is valued and encouraged. Our commitment to community involvement is particularly evident in our monthly critical reflections. These reflections are a key component of our educational practice, providing a detailed analysis of how our teaching aligns with the Early Years Learning Framework (EYLF) principles, our service philosophy, relevant educational theorists, and the national quality standards. By sharing these insights on Story Park, we invite families to understand and engage deeply with the pedagogical foundations of our program. Families are encouraged to read these reflections and contribute their perspectives, enhancing the educational experience through their unique insights and experiences. This participatory approach not only strengthens the home-service connection but also ensures that our</p>	<p>We recognise the importance of continuity and consistency in delivering a high-quality educational curriculum. To this end, our educators and management team have engaged in a rigorous process of critical reflection, focusing on streamlining curriculum responsibilities to enhance flexibility and resilience within our team. Understanding that the absence of a room leader can disrupt the learning environment, we have developed a robust system that ensures all educators and management staff are well-prepared to uphold the curriculum standards seamlessly. This system includes comprehensive cross-training for all team members, enabling them to understand and implement both group and individual learning cycles effectively. We've also refined our documentation and communication protocols, ensuring that every educator, regardless of their usual role, has immediate access to detailed, up-to-date information about the curriculum and each child's progress. This proactive approach not only ensures that the educational journey continues unhindered but also empowers our entire team by fostering a deeper understanding of and engagement with our curriculum.</p>	<p>we are dedicated to providing a structured and comprehensive educational experience that nurtures each child's growth and development. To achieve this, we have carefully developed and implemented a suite of tools and documents that are integral to our educational framework. These resources are meticulously crafted to ensure that all aspects of our curriculum are thorough and effective. Key among these tools is our observation tracker, a vital instrument that allows our educators to monitor and record each child's progress and interactions over time. This continuous observation is essential for tailoring educational experiences that meet the individual needs of each child. Additionally, our developmental milestone checklist serves as a roadmap for understanding and supporting each child's growth. It provides clear benchmarks for physical, emotional, and intellectual development, enabling our educators to identify and nurture emerging skills at every stage. To deepen our practice and ensure ongoing improvement, we also engage in monthly critical reflections. These sessions allow our team to assess the effectiveness of our</p>

<p>educational practices remain responsive to the needs and values of the community we serve. Through this meaningful engagement, we cultivate a sense of shared responsibility and partnership, enriching the learning environment for our children and ensuring that our service continually evolves and improves in alignment with our community's expectations and aspirations.</p>		<p>curriculum and teaching methods, ensuring they remain aligned with the latest educational research and the specific needs of our children.</p> <p>By integrating these tools into our daily routines, we embed a culture of meticulous care and attention to detail that is central to our philosophy of providing high-quality early childhood education. This structured approach not only enhances our educational offerings but also supports our educators in delivering a nurturing and stimulating environment for every child in our care.</p>
<p>Our engagement with families and the broader community is not just a practice but a pillar of our educational philosophy. We believe in transparency and collaboration, ensuring that our families are well-informed and actively involved in our processes. Our assessments and planning are open for discussion, and families are regularly invited to delve into the intricacies of our curriculum development.</p> <p>During these discussions, families are often impressed by the meticulous attention to detail and thoughtful planning that goes into our educational programs. Their feedback has been overwhelmingly supportive of our decision to allocate double the award rate for planning time, recognizing the direct benefits this brings to their children's learning environments. They have noted significant improvements not only in the physical setup</p>	<p>Our commitment to enhancing our curriculum is closely tied to our dedication to the well-being of our educators. As we elevated the standards and quality of our curriculum, it became evident that the workload for our educators was intensifying. Recognising the importance of supporting our team through these changes, management took a proactive approach by inviting educators to share their insights on the ideal amount of non-contact time needed for effective planning. Responding to their feedback, we implemented a generous allocation of four hours of non-contact time per room, each week. This decision was guided by the principles of Lev Vygotsky's Zone of Proximal Development, which suggests that individuals are most productive when they operate within their capabilities but are also challenged to grow. By affording our</p>	<p>We recognise the crucial role that dedicated planning and reflection time plays in enhancing the quality of education and care we provide. To support this, our service goes above and beyond the standard requirements by offering our educators non-contact time at double the typical award rate. This substantial allotment of time allows our educators to deeply engage in curriculum development, child assessments, and personalised planning without the immediate pressures of classroom management.</p> <p>This non-contact time is strategically shared among the team in each room, distributed based on the specific needs and demands of the educators and the children they serve. This flexible approach ensures that those who require additional time for planning or who face more complex challenges in their rooms are adequately supported.</p>

<p>of the classrooms but also in the enriched content and the dynamic nature of our service celebrations.</p> <p>This increase in non-contact planning time allows our educators to engage more deeply with their curricular objectives, creating more thoughtful, engaging, and responsive educational experiences. As a result, families have observed a notable uptick in their children's enthusiasm and engagement, directly correlating with the enhanced preparation and creativity of our staff.</p>	<p>educators sufficient time to plan and reflect without the immediate demands of the classroom, they are able to immerse themselves fully in their professional tasks, becoming more productive, efficient, and focused.</p> <p>This structured approach not only ensures that our educators can thoughtfully address the developmental needs of the children but also fosters an environment where high-quality curriculum planning can flourish. The result is a more robust educational program that benefits both the children and the educators, reflecting our ongoing commitment to critical reflection and continuous improvement in our childcare practices.</p>	<p>By prioritising and adapting the allocation of non-contact time in this way, we empower our educators to enhance their teaching strategies, tailor learning experiences to individual child needs, and collaboratively refine their practices. This embedded practice not only elevates the standard of care and education within our service but also supports the professional growth and well-being of our educators, ultimately benefiting every child in our care.</p>
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DATE:	Improvement identified	Progress notes	Update
23/10/2023	Parent Involvement and Participation	<p>Have our families become actively involved in the learning process and encouraging collaboration between home and childcare. Educators and kitchen staff post to families more frequently on Story park for feedback in involvement. We would like all the rooms to be engaging in this a lot more.</p> <p>Update 22.03.24 Our families are giving us lots of verbal input and feedback however we would love to have some participation in our day-to-day activities. This will support children's sense of belonging as well as foster their learning and development through channels that interest them most.</p>	Moved to exceeding 22.03.24
2/04/2024	Critical Thinking/ Reflection and Problem- Solving	Support Educators in their practices to provide learning opportunities that stimulate thinking, problem-solving and decision making skills.	Moved to strengths 05.04.24

	<p>Sanjina (Educational Leader) spends several hours in the month on her educational leader day supporting educators in their practices and giving them ideas on their programs to support critical reflection during and after activities. Encouraging educators of all age groups to ask the children open ended questions to have the child critically think and reflect on their activities they are engaging in. This is continuously ongoing learning for educators and children.</p> <p>Update 05.04.24 – moved to strengths Sanjina continues to support the development of educators understanding and ability to analyse and critically reflect on children’s learning. Sanjina has reached out to Bev our senior educational leader, so help create a vocabulary cheat sheet which has now been distributed to staff in paper form.</p>	
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STANDARD 1.2 PRACTICE

ELEMENT	OUR STRENGTH
1.2.1 Intentional teaching	<p>We are deliberate, purposeful, and thoughtful in our decisions and actions.</p> <p>We make decisions based on facts, data, and research, and our decisions are driven by our commitment to our core values. We are intentional and thoughtful in our actions, and we strive to be transparent and accountable in our decisions. We strive to make decisions that are in the best interest of our stakeholders and our organisation.</p>

EVIDENCE IN PRACTICE	
Example	Evidence
<p>1. We establish measurable objectives to ensure that the curriculum is helping children reach their individual goals. Involve stakeholders in the process to ensure that everyone's interests are aligned and that the educational program is tailored to meet the needs of the target group.</p> <p>2. Communicate effectively: Ensure that everyone involved in the planning and implementation of the program is aware of their roles and responsibilities. Clearly communicate expectations, timelines, and outcomes in order to foster a smooth progress towards successful outcomes</p> <p>3. Monitor and evaluate: Monitor the curriculum's progress to ensure that it is meeting its goals and objectives outlined by the educators, children and families. Evaluate the program's effectiveness and make adjustments as necessary.</p> <p>4. Involve stakeholders: Invite feedback from stakeholders in order to ensure that the program is meeting their needs. Listen to the input and incorporate their ideas into the curriculum. Our service shares our curriculums live on an online platform called Story Park. Video to show them how to use it.</p>	<ol style="list-style-type: none"> 1. Staff meeting minutes Fortnightly reflections School readiness meetings 2. Story park communication amongst staff educational leader correspondence on story park Each rooms communication diary 3. Fortnightly reflections 4. Story park access for families Video to show families how to use Story park App 5. Extensions moved onto next curriculum

5. Utilise data: Gather and analyse data to inform decision making and assess the effectiveness of the program. Use data to inform program design and implementation.

DATE:	Improvement identified	Progress notes
Click or tap to enter a date.		

ELEMENT	OUR STRENGTH
1.2.2 Responsive teaching and scaffolding	<p>We respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.</p> <p>We provide materials and resources that are appropriate to the age and developmental level of the children in our care. We create an environment that is inviting, safe and supportive.</p> <p>We provide opportunities for children to explore, investigate and create. We encourage children to take risks and problem solve. We provide feedback and guidance that is positive and encouraging. We observe and assess children's development and learning. We promote positive behaviour and teach children about self-regulation.</p> <p>We foster positive relationships between children, families and staff. We support and respect the cultural backgrounds of all children and families. We collaborate with families and other professionals to ensure the best possible outcomes for children.</p>

EVIDENCE IN PRACTICE	
Example	Evidence
<p>1. Listen carefully and attentively to what the children are saying and respond with open-ended questions and comments that encourage them to elaborate on their ideas and thoughts. We support the development of their problem-solving skills and encourage analytical thinking.</p> <p>2. Provide positive feedback and support to children as they explore and investigate. When appropriate, educators take on the role of facilitators and allow children to navigate the direction of their play with minimal interference.</p> <p>3. Create a safe and supportive environment where children are free to express their ideas, make mistakes, ask questions, and explore their interests. Educators seize any opportunities of teachable moments to support children's curiosity.</p> <p>4. Provide materials and resources that allow children to explore and create. Resources are open ended abundant as per the number of children.</p> <p>5. Provide opportunities for children to work collaboratively and share ideas with one another.</p>	<ol style="list-style-type: none"> 1. Curriculum evaluations with educators asking prompting questions 2. Child lead play experiences on the curriculum 3. Photos of indoor play environments 4. Pictures of learning environments 5. Group activities and projects on the curriculum 6. Photos of educator interactions with children

<p>6. Respect children's ideas and perspectives, even if they differ from yours. Educators practice in a non-bias manner, treating children as equals and respecting their rights as per the UN conventions rights of the child.</p> <p>7. Encourage children to reflect on their experiences and consider the implications of their actions. Empathy and understanding are highly valued lessons in our services. We confide in theories that support the understanding of children's socio-emotional development such as that of Daniel Goleman</p>	<p>7. Emotional regulation on curriculums</p>
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DATE:	Improvement identified	Progress notes	Update
18/09/2023	Visual Documentation	<p>September 2023 Adventures room updated their room with visual aid photos of teaching resources. The rooms are continuously updating visual aids such as children's art and other resources as the children's interests change. The other rooms within the service are using these resource tools to display in their rooms too.</p> <p>October 2023 All other rooms have updated their visual aids in their environments to suit the children's needs or interests.</p> <p>Update March 2024 – moved to strengths educators have made significant improvements in the way the demonstrate children's learning journeys and their progress towards goals. Childrens learning is represented with photos, creations, observations and their voices.</p>	Moved to strengths March 2024

ELEMENT	OUR STRENGTH
1.2.3 Child directed learning	<p>Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.</p> <p>We support children in their efforts to understand, explore, and shape their environment, while also helping them to recognise, understand, and practice their rights and responsibilities. We create an environment that is both safe and stimulating, encouraging children to take risks, make mistakes, and develop their problem-solving skills. We work to ensure that children have access to a variety of experiences, resources, and opportunities that support their growth and learning. We also strive to ensure that children's voices are heard and that their ideas and opinions are valued.</p>

EVIDENCE IN PRACTICE	
Example	Evidence
<p>1. Educator's create learning environments where children are free to explore their interests and develop their own ideas. Allow them to make decisions about their learning environment and daily activities, such as what games to play. The children are also encouraged to help set up the environments and are involved in the process of ordering new resources too.</p> <p>2. Educators give children the opportunity to express their opinions and listen to their ideas during group time. Ask their opinion on certain topics and have them</p>	<p>1. Photos of learning environments</p> <p>2. Photos of children engaging in mat session and group times</p>

<p>participate in making decisions. Children are offered choices which support their needs and interests but are determined to keep the children safe and on a path to success which are all celebrated.</p> <p>3. Respect their autonomy and individuality as per the recommendations of the EYLF learning outcome 1.2 - Children Develop Their Emerging Autonomy, Inter-Dependence, Resilience and Sense of Agency.</p> <p>4. Teach children problem-solving and critical thinking skills as a means of preparing children for the world outside of our service. These skills are taught through a series of challenges and opportunities that foster analytical thinking, teamwork and cognition.</p>	<p>3. Photos of children engaging in self help Routines indicating children's autonomy</p> <p>4. Group activities and team work on curriculum</p>
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EXCEEDING THEMES		
THEME 3	THEME 2	THEME 1
<p>Our approach to critical reflection and curriculum development is deeply collaborative and inclusive, extending far beyond our classroom walls. We utilise the story park platform to host and manage our curriculum documents, ensuring they are readily accessible to both educators and families. This transparency invites everyone involved—parents, educators, and management—to actively participate in the educational process.</p>	<p>Our commitment to excellence in education drives us to continually reflect and refine our practices. Our educators and management team actively engage in critical reflection sessions, where we explore ways to enhance the efficiency and effectiveness of our curriculum delivery. A key focus of these discussions has been streamlining curriculum responsibilities to ensure</p>	<p>We are dedicated to providing a structured and enriching educational experience, which is why we have developed and implemented a comprehensive suite of tools designed to support our curriculum and enhance child development. Central to our strategy are meticulously crafted checklists and curriculum documents that guide our daily operations and educational initiatives. Key among these tools is our observation tracker, a dynamic instrument that enables our educators to systematically monitor and</p>

<p>We particularly encourage all stakeholders to engage with our detailed reflections that elucidate how our educational practices align with the Early Years Learning Framework (EYLF) principles, our service philosophy, contemporary educational theorists, and the national quality standards. These reflections are crafted not just to document our practices but to spark dialogue and foster a deeper understanding among families of the thoughtful, intentional work that goes into each aspect of our curriculum. The feedback from families has been overwhelmingly positive; they appreciate the depth and thoroughness of our curriculum cycles and the evident dedication of our educators to meet the diverse needs of their children. Families often express gratitude for the insights these documents provide into the educational journey their children are undergoing, enhancing their trust and confidence in the care and education their children receive. By integrating critical reflection into our everyday practices, and making these reflections a shared resource for our entire learning community, we enhance the collective engagement and understanding of all parties involved. This ongoing dialogue not only enriches the educational experiences of our children but also strengthens the bonds between families and our service, creating a cohesive and supportive educational environment.</p>	<p>smooth operations even in the absence of room leaders. Through these reflective practices, we have developed robust strategies to empower all educators with the knowledge and skills necessary to carry forward the curriculum seamlessly. This includes comprehensive training sessions that equip each educator with the ability to not only fulfill the curriculum requirements but also effectively explain the learning cycles tailored to both groups and individual children. This initiative ensures that every member of our team is prepared to step in and maintain the high standards of education our service is known for, regardless of personnel changes. It reflects our proactive approach to overcoming potential disruptions and underscores our dedication to providing continuous, high-quality educational experiences for all our children. By fostering such a collaborative and adaptable environment, we ensure that our educational practices are not only sustainable but also resilient and responsive to the needs of our community.</p>	<p>document each child's interactions, progress, and achievements. This ongoing observation is crucial for tailoring educational strategies to the unique needs and potentials of each child. Additionally, our developmental milestone checklists play a vital role in our educational framework. These checklists provide clear benchmarks across various developmental stages, helping educators assess and support each child's growth comprehensively. They ensure that no critical development aspect is overlooked, from cognitive and physical milestones to emotional and social skills. Together, these tools foster a highly organised and responsive educational environment. By embedding these practices into our curriculum, we ensure that every child's educational journey at Coolamon is supported by detailed, attentive, and individualised planning, allowing us to nurture their growth effectively and holistically.</p>
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<p>The creation and refinement of the developmental milestone checklist are guided by meaningful engagement with our community and families. Through open communication and collaboration, we ensure that the checklist reflects their values and preferences, including the removal of gender stereotypes. This inclusive approach fosters trust and partnership, empowering families to actively participate in their child's development.</p>	<p>Children's developmental progress in a comprehensive and inclusive manner. By creating a checklist based on the EYLF milestones, we ensure alignment with nationally recognised standards and principles of early childhood education .Moreover, the refinement of the checklist to eliminate gender stereotypes demonstrates our commitment to promoting diversity, equity, and inclusion in our childcare practices. This reflects our philosophy of providing an environment that respects and values the unique identities and experiences of every child. Additionally, by adapting the checklist to reflect contemporary societal trends, we demonstrate responsiveness to evolving needs and expectations. This reflects our philosophy of being adaptable and forward-thinking in our approach to childcare, ensuring that our practices remain relevant and effective in today's context.</p>	<p>The services uses a developmental milestone checklist which was created by the educational leader. This is based off the developmental milestones in the Early Years Learning Framework. This checklist has been refined to ensure the markers are appropriate for today's societal trends, we did this by removing ideas such as gender stereotypes.</p>
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DATE:	Improvement identified	Progress notes
<p>Click or tap to enter a date.</p>		

STANDARD 1.3 ASSESSMENT & PLANNING

ELEMENT	OUR STRENGTH
1.3.1 Assessment and planning cycle	<p>Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation, and reflection.</p> <p>We ensure that each child's learning and development is assessed or evaluated through a variety of methods. These include systematic observation, analysing learning patterns, documenting activities, planning activities, implementing activities, and reflecting on the results. This cycle of assessment and evaluation helps us to ensure that each child is making progress in their learning and development and that our interventions are meeting their needs.</p>

EVIDENCE IN PRACTICE	
Example	Evidence
<p>1. We gather data in regard to the child's learning and development. This can be done through direct observation, developmental milestone checklists from the EYLF, video recordings, information provided by the families at the time of enrolment on a "my child" form, "all about me" forms from the older children, information from allied professionals working towards predetermined goals or using checklists or questionnaires posted to families and the community.</p> <p>We analyse the data collected from the observations to identify areas of strength and areas for improvement. Children's skill level is determined, and further thought is</p>	<p>1. Child notes Individual child plans My child sheets Formative/Summative assessments JotForm surveys</p>

given to what opportunities could be provided to support the achievement of a goal or milestone. References to the EYLF outcomes are also made here. Next, we plan carefully curated activities, experiences, opportunities and assessments to support the child in gaining knowledge, skills and understandings towards a chosen area.

The next step is to implement the planned activities, experiences, and assessments with careful consideration of language/conversations/provocations and predetermined level of involvement from educators. We reflect on and review the progress of each individual child towards their goals and adjust your approach accordingly should further support be required. Reference to the EYLF is also made at this point of the cycle.

Finally, we repeat this cycle of observation, analysis, documentation, planning, implementation, and reflection as often as needed to ensure each child's learning and development is assessed and evaluated appropriately.

DATE:	Improvement identified	Progress notes
Click or tap to enter a date.		

ELEMENT	OUR STRENGTH
1.3.2 Critical reflection	<p>Critical reflection on children's learning and development, both as individuals and in groups, drives our program planning and implementation.</p> <p>We ensure that our program planning and implementation reflect a critical reflection on children's learning and development. We take into account individual and group needs and preferences, and strive to create an environment that supports the development of the whole child. We also make sure to incorporate a variety of activities and experiences that are tailored to the individual needs of each child. We assess the progress of each child and strive to create a supportive and nurturing learning environment. We use evidence-based practices and research to inform our program planning and implementation. Finally, we strive to create a culture of collaboration and shared responsibility among staff, families, and community stakeholders as we work together to ensure the best outcomes for all children.</p>

EVIDENCE IN PRACTICE	
Example	Evidence
<p>1. Utilise a child-centred approach to curriculum planning and implementation. This means that children should have an active role in the planning and implementation process.</p> <p>2. Develop a reflective practice with educators. Model and encourage reflective practices during staff meetings and professional learning opportunities to</p>	<ol style="list-style-type: none"> <li data-bbox="936 1027 1227 1053">1. Weekly curriculum plan <li data-bbox="936 1136 1370 1241">2. Meeting minutes Room meeting minutes Professional development certificates Fortnightly reflections

support effective reflection on children's learning and development.

3. Observe and document children's learning and development. Collect data through observations and document the learning and development of children. These observation reflections are part of what informs the curriculum for the group.

4. Analyse data and use it to inform curriculum planning and implementation. Reflect on the data to identify areas of strength and areas for improvement. Use the data to develop goals and objectives for curriculum planning and implementation as well as to support the implementation of effective and trialled routines.

5. Involve children in the program planning and implementation process. Encourage children to voice their ideas and opinions about how the program can best meet their needs. Record children's voices and ideas in observations and group reflections to demonstrate their current understanding and document their inquiries for further learning.

6. Regularly seek feedback from families, teachers, and other stakeholders to ensure their perspectives are taken into consideration when planning and implementing experiences for individual children and the whole group. Our service is currently in contact with the local school kindergarten teachers to organise a meeting where

3. [Individual child plans](#)
[Child notes](#)

4. [Weekly curriculum evaluations](#)

5. Children voice in weekly curriculum
Childrens voices in individual observation plans

6. Email communication to school

7. [Fortnightly reflections](#)

unanimous goals are determined and ideas for reaching milestones are shared amongst all parties.

7. Use reflective practice to evaluate and adjust curriculum implementation each fortnight. Use reflective practice to evaluate the impact of the program on children's learning and development, consider which principles, practices and theorists have been addressed in our practices and determine statements of our philosophy which have been highlighted in this fortnight's occurrences. Adjustments to our methods and considerations for improving practice and made and implemented immediately and are reflected from the following fortnightly.

DATE:	Improvement identified	Progress notes
Click or tap to enter a date.		

ELEMENT	OUR STRENGTH
1.3.3 Information for families	<p>Families are informed about our program and their child's progress.</p> <p>We make sure to keep families informed about our program and their child's progress in a number of ways. We communicate regularly with families through emails, phone calls, and in-person meetings. We provide regular updates about their child's progress and discuss any areas of concern. We also ensure that families are aware of upcoming events and activities within our program. We use a variety of communication methods to keep families informed, including newsletters, text messages, and social media. We also provide resources such as brochures and handouts to help families understand our program and their child's progress. Finally, we make sure to give families the opportunity to provide feedback and ask questions in order to ensure their satisfaction.</p>

EVIDENCE IN PRACTICE	
Example	Evidence
<p>1. Each room sends home daily updates of your program, including photos and documentation of the child's progress on Story Park. A transition note is also documented on story park for every time a child goes for a play into the next room.</p> <p>2. Hold parent-educator conferences to discuss the child's progress towards school readiness behaviour guidance and any areas of concern or interest.</p> <p>3. Ask parents to fill out a questionnaire to provide feedback on how the program is going and suggest</p>	<p>1. Story Park day books Child notes</p> <p>2. School-readiness packs School-readiness meeting information</p> <p>3. Educational Programs JotForm surveys</p>

ideas for what they would like to see implemented in our service to provide their children with ongoing opportunities for development.

4. Invite parents to participate in the program, sharing their ideas, cultures and beliefs and to volunteer their time for chaperoning excursions, cooking lessons, general activities throughout the day, gardening, and other exciting projects.

5. Have an open-door policy to encourage parents to come in and discuss the child's progress. Signage is displayed in each room which informs the parents they are welcome to request information regarding their child's progress as well as a standing invitation to raise any concerns they may have.

6. Our service issues a monthly newsletter which informs families regarding any upcoming events and special days to be celebrated on our curriculums throughout the service. Projects and areas of interest are highlighted in a spiel from each room explaining all the learning which unfolded in the past month. News and recipes from the kitchen are also presented in the newsletter and some updates and reminders regarding important information are also included.

7. Use social media platforms to keep parents informed about the program and the groups' progress. The service uses Facebook to share upcoming events,

4. My child sheets.
Inventors – family pet visits? 29.9/ 4.10. 2023

5. Parent handbook
Parent participation policy

6. Newsletters

7. Facebook posts

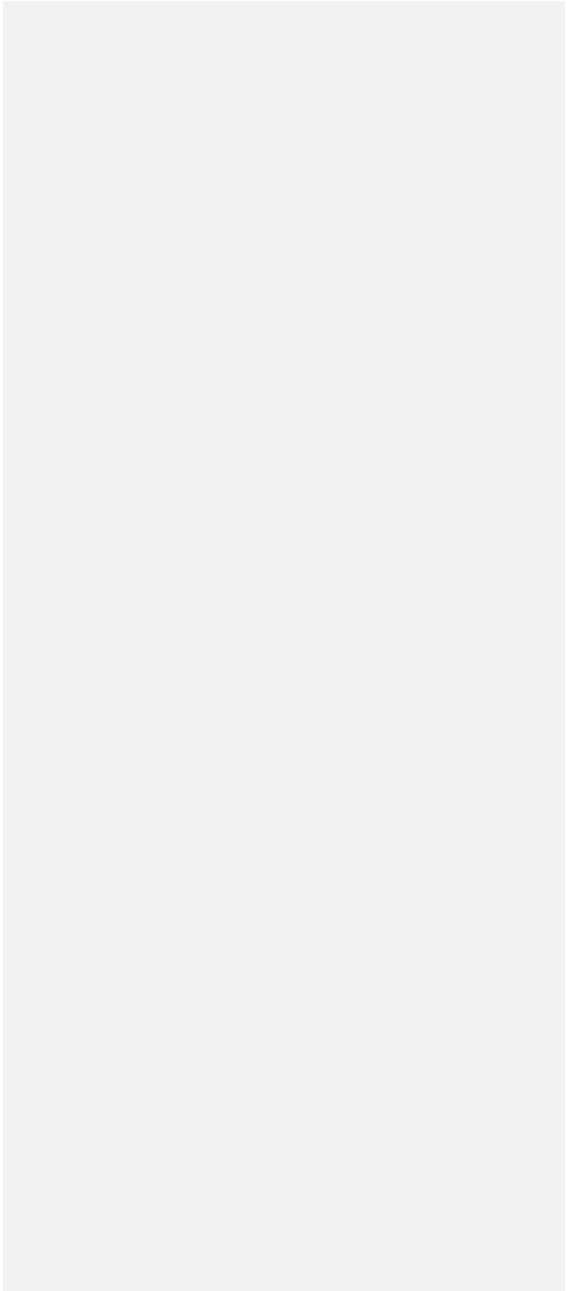
photos of fun projects, and profound learning opportunities which the children have experienced.

EXCEEDING THEMES		
THEME 3	THEME 2	THEME 1
<p>Our approach to assessment and planning is deeply rooted in a collaborative methodology that engages both families and the broader community. This practice is not merely about gathering feedback; it's about forging robust partnerships that enhance the educational journey of every child in our care.</p> <p>Our educators consistently incorporate parental insights into the individual learning and development plans of their children. Recognising parents as experts in their children's lives, we value their unique perspectives and use them to tailor educational experiences that are meaningful and relevant. This familial input is crucial as it allows us to customise our approach to meet the specific needs and interests of each child, thereby fostering a more inclusive and responsive educational environment.</p> <p>We extend our collaborative efforts to include professionals within the community. By tapping into their expertise, we ensure that our curriculum not only aligns with best practices but also integrates resources and learning opportunities available outside our</p>	<p>We draw on foundational theories in child development to shape our practices, particularly those articulated by Urie Bronfenbrenner and Lev Vygotsky. Bronfenbrenner's attachment theory emphasises the significant impact of microsystems, such as family and immediate environments, on a child's growth. Vygotsky's concept of the Zone of Proximal Development (ZPD) further underlines the importance of social interaction and cultural context in learning, suggesting that children achieve their fullest potential with the scaffolding provided by more knowledgeable others, including parents and educators. Informed by these insights, our service deeply values and actively fosters family involvement in the educational process. We utilise Story Park as a strategic platform to engage families, not just as observers, but as integral participants in their children's learning journeys. This online tool facilitates a dynamic exchange of ideas and observations between families and</p>	<p>We are committed to keeping families actively involved and informed about their children's developmental milestones and daily learning experiences. To achieve this, we have integrated Story Park, an innovative online platform, into our daily operations as a cornerstone of our communication strategy. Story Park allows us to document and share real-time updates about each child's activities, achievements, and progress directly with their families. This platform is more than just a tool for communication; it is a dynamic space for collaboration, enabling families to see photos, read observations from educators, and view educational achievements as they happen.</p> <p>Families are encouraged to actively engage with the content, provide feedback, and contribute their insights and observations. Their participation is invaluable, as it helps deepen our understanding of each child's interests and needs, allowing us to tailor educational approaches more effectively. By making these interactions a regular practice, we ensure that parents feel connected to their child's day-to-day</p>

<p>service. This broader community engagement helps us create a seamless continuity between the learning that occurs within our walls and the experiences that children have in the wider world. This methodology underscores our commitment to a holistic approach, where continuous assessment and planning are enriched by the active participation of families and community resources. By doing so, we ensure that our educational practices are not only comprehensive but also deeply connected to the diverse tapestry of each child's life, promoting learning outcomes that are both robust and reflective of our collective efforts.</p>	<p>educators, enabling real-time updates and collaborative discussions about each child's development.</p> <p>Through story park, we provide a space where families can contribute to and enhance the learning experiences of their children, aligning with Vygotsky's ZPD by ensuring that the child's learning is supported both at home and in our care. This collaborative approach allows us to reflect critically on our practices, ensuring they remain culturally responsive and deeply embedded in the child's social world. By making these connections explicit and actionable through Story Park, we reinforce the crucial role of families in the educational process, striving together to achieve common developmental goals for each child.</p>	<p>learning and are true partners in the educational journey. This level of engagement not only enhances the learning experience for the children but also reinforces the bond between our service and the families we serve, creating a shared, supportive educational environment.</p>
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DATE:	Improvement identified	Progress notes
Click or tap to enter a date.		

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY



STANDARD 2.1 HEALTH

ELEMENT	OUR STRENGTH
2.1.1 Wellbeing and comfort	<p>Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest, and relaxation.</p> <p>We ensure the well-being and comfort of each child by creating a safe, nurturing environment that encourages healthy development and well-being. We provide each child with plenty of opportunities for rest, relaxation, and sleep, which are essential for their physical and mental health. We also make sure that each child's individual needs are met and that they are given the necessary support to ensure their safety, security, and comfort. Additionally, we provide activities that are appropriate for their age and developmental level.</p>

EVIDENCE IN PRACTICE	
Example	Evidence
<p>1. Educators ensure that the environment is well maintained that the furniture and equipment is appropriate and fit for purpose, that the temperature is suitable, and the lighting is suitable. This is done through daily and weekly and maintenance checks.</p> <p>2. Educators ensure that children are treated with respect, that staff and families form positive relationships with them and that they are provided with positive reinforcement.</p>	<ol style="list-style-type: none"> <li data-bbox="936 874 1243 925">1. Indoor / outdoor checks Maintenance records - <li data-bbox="936 1034 1321 1061">2. Relationships with children policy <li data-bbox="936 1165 1294 1268">3. Room routines Rest and relaxation policy Learning environment pictures Educational Programs

3. Educators create flexible daily routines along with educational programs that provide a range of activities and experiences, providing times and areas that promote and give children opportunities for rest and relaxation. Each learning environment provides a space for children to make choices to rest or relax throughout the day.

4. Families are given opportunities to provide children's individual needs, including allergies, dietary requirements, likes, interests, preferences and needs such as sleep times. Educators use this information to support children's needs throughout the day.

5. Educators ensure environments are appropriate for sleep and rest times. This is done in the babies' room through providing children with individual cots, and in the older rooms, children are provided with individual sleeping mats. Families provide their own sheets and blankets, this allows for familiarity and added comfort to the children whilst in our care.

6. Educators incorporate a range of relaxation opportunities throughout the learning environment and activities throughout the day. This includes quiet areas, stretching exercises, mindfulness and 'quiet' activities including, books, puzzles or soft toys.

7. Our menus are carefully created by our Food Coordinator. These menus are seasonal and on a 4

4. [Enrolment form](#)
[My child sheets](#)
[Transition packs](#)
[Welcome to the kindy room](#)

5. [Learning environment pictures](#)
[Sleep and rest policy](#)

6. [Learning environment pictures](#)
Educational programs with mindfulness activities

7. [Food coordinator checks](#)
[Menu's](#)
[Story park posts requesting input.](#)
[Special days menus](#)

weekly rotation to provide a range of nutritious meals and variety to children within our care. These menus are created alongside professional guidelines to ensure food standards are being met at all times. Our food is based on and early breakfast, morning tea, lunch and afternoon tea intervals as well as a late snack to ensure children's needs are met throughout the day.

8. Educators provide opportunities for physical activity throughout the day, such as outdoor play, organised sports, and games. The service also encourages 'indoor / outdoor' play to allow children to make choices in their learning.
Our service also provides a complimentary weekly incursion by Hey De Ho who implement a music and movement program across the service.

- 8. [Educational Programs with physical activity](#)
[Individual child plans with physical development](#)
Day books
[Hey de Ho invoices](#) and photos.

- 9. [Educational Programs with physical activity](#)
[Individual child plans with physical development](#)
Day books
[Hey de Ho invoices](#) and photos.

DATE:	Improvement identified	Progress notes
15/04/2024	The service is interested in introducing a movement program named Kiddo. A key aspect of the KIDDO specialist programs is fostering physical literacy, which entails teaching children	15.04.24 Management have gone through the website and are examining all the ways this service could benefit the children in our care. An email with more information and rationale has been drafted to send to the approved provider for permission to implement

	<p>fundamental movement skills, motivation, and confidence to engage in physical activity. Early childhood is a critical period for developing physical literacy, ensuring children acquire foundational skills and confidence in physical activity that will benefit them throughout their lives.</p>	
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ELEMENT	OUR STRENGTH
<p>2.1.2 Health practices and procedures</p>	<p>Effective illness and injury management and hygiene practices are promoted and implemented.</p> <p>We ensure effective illness and injury management, and hygiene practices are promoted and implemented by providing employees with adequate training and education on proper health and safety procedures, providing personal protective equipment (PPE) when needed, and ensuring regular inspections and maintenance of the workplace to ensure all health and safety standards are met. Additionally, we ensure that all staff are aware of the importance of proper hygiene practices and that any potential risks are identified and addressed promptly. Finally, we also ensure that any illness or injury is reported and managed in accordance with relevant health and safety legislation.</p>

EVIDENCE IN PRACTICE	
Example	Evidence
<p>1. The service has established and implement policies and procedures that promote and support health, safety and hygiene practices. The policies and procedures include regular hand washing, proper disposal of tissues and other waste, wearing of protective clothing and equipment, and the use of cleaning products. Educators are provided an induction to the service to provide an opportunity to learn the services policies and procedures and to ensure their understanding of implementation.</p> <p>2. Educators are provided with training upon their induction on appropriate illness and injury management practices, including prevention, recognition and response. As a part of their induction process, educators are required to have a qualified educator or the service director check over the first few incident reports to ensure their understanding of the process.</p> <p>3. The service uses a tracking system to monitor illnesses and injuries at the service. This includes the time of day and location to allow educators and the service director to reflect upon the practices throughout the day and make changes if or where required.</p>	<ol style="list-style-type: none"> 1. Handwashing procedure Health and hygiene policy Staff induction checklist 2. Staff induction checklist Illness policy 3. Illness / incident tracker 4. Illness policy Parent handbook Service to practitioner form

4. the service responds to any illness or injury immediately, by administering the relative first aid and then promptly contacting a parent/guardian and/or health care provider. Families are contacted for all above the shoulder injuries or any serious injury. If there is an illness spreading through the service, we ask that families get service to practitioner form completed by the doctor. Any onset of illness witnessed at the service is documented on a separate report called an illness form.

5. The service reflects upon the current safety and hygiene practices through regular staff meetings and daily conversations. Where required these are amended or reinforced to support the health and safety of children at all times. The service reflects upon policies and procedures monthly, this is given to all staff and families where they are provided with an opportunity to give their feedback or input.

6. Illnesses are reported to the service Director and families are provided with updates on current illnesses present in the service when they present themselves. When these illnesses are reported to families, the serviced provides information from 'Staying Healthy in Childcare' and the service policies and procedures that includes symptoms and exclusion periods. Should there be an outbreak of an infectious illness, families are notified with a sign in the foyer as well as a community post on story park.

[Illness form](#)

5. [Health and hygiene policy](#)
[Staff meeting minutes – 27.3.24](#)
[Tanda/story park review posts to educators and families](#)

6. [story park posts about outbreaks](#)
[Infectious diseases sign](#)
[Illness policy](#)
[Parent handbook](#)

DATE:	Improvement identified	Progress notes
Click or tap to enter a date.		

ELEMENT	OUR STRENGTH
2.1.3 Healthy lifestyle	<p>Healthy eating and physical activity are promoted and appropriate for each child.</p> <p>We ensure that all children have access to a healthy and balanced diet by providing nutritious meals and snacks. We also encourage parents' information for home in relation to healthy snacks and meals for their children. We promote physical activity by providing opportunities for children to be active during the day, such as outdoor play, sports, and other physical activities. We discuss the importance of healthy eating and physical activity with the children and parents and provide appropriate guidance and support. We also ensure that the environment is safe and that the activities are age-appropriate and enjoyable.</p>

EVIDENCE IN PRACTICE	
Example	Evidence
<p>1. Educators use mealtimes and physical activity as learning opportunities throughout the day. Educators model to children during mealtimes by eating with them and discussing the food they are eating, looking at what they are eating and the health benefits these have.</p>	<p>1. Educational program Day books Fortnightly reflections</p>

Educators model different forms of physical activity and use these moments to promote the importance and how enjoyable it can be.

2. Educators use the information from families provided upon enrolment to understand children's allergies, dietary requirements, likes and dislikes. This is implemented during mealtimes to ensure meals are appropriate for the children during meal or snack time, for example babies on pureed food will be provided with a pureed version of lunch or a child who does not like fish will be provided with an alternative.

3. Educators incorporate physical activity into their educational program daily. Children are provided with opportunities to be active based on their emerging interests or spontaneous ideas. Educators provide activities such as stretching, yoga, music and movement, jiggle jam etc.

4. Educators provide learning environments and educational programs that support healthy habits. This is supported through visual aids displayed on walls, story books, supporting materials within learning environments such as a home corner with a variety of foods.

5. The service has established routines around mealtimes and physical activity to help children form healthy habits. Each room have a flexible routine to support children's daily needs. The children are encouraged to

2. [My child sheets](#)
[Enrolment form](#)

3. [Physical activity on Educational program](#)
[Fortnightly reflections](#)
[Learning area checklist](#)

4. [Educational program with healthy lifestyle activities](#)
[Learning environment pictures](#)

5. [Room routines](#)
Photos of meal time routines

<p>self-serve their meals learning about healthy choices and portion sizes.</p> <p>6. The service has a no outside food policy to ensure the service and educators know what is inside the service at all times. Educators are asked to leave any food or drink in the staff room away from children at all times.</p> <p>7. our service involves families in the teachings of healthy lifestyles as we share information regarding healthy choices, we ask for input on our seasonal menus, and we encourage families to share recipes with us from their cultures.</p>	<p>6. Food, nutrition policy Family handbook Photo of signage in the foyer & story park posts to remind families</p> <p>7. story park posts to families requesting input/sharing recipes My child sheets demonstrating child's likes and dislikes</p>
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EXCEEDING THEMES		
THEME 3	THEME 2	THEME 1
<p>We believe that family engagement is crucial to creating a cohesive and vibrant learning environment, and this extends into our meal planning and nutrition practices. Our families play an active role in the menu review process, offering their feedback and suggestions regularly. This collaboration helps us refine our offerings and ensure that the meals we provide are not only nutritious but also align with the preferences and dietary needs of our community. This participatory approach deepens during daily handovers, where families often share recipes or suggest dishes that their children particularly enjoy. Many parents are keen to</p>	<p>Our commitment to child safety and well-being is paramount, especially when it comes to meeting the specific dietary needs of each child. In one of our critical reflection sessions, educators raised concerns about the challenges posed by having casual educators who might not be fully familiar with the specific allergies, intolerances, or dietary requirements of the children. This discussion highlighted the need for a more effective system to ensure that all staff, including casual educators, can easily and discreetly identify the appropriate meals for each child. While our allergy charts are an essential tool, they were traditionally kept out</p>	<p>we are committed to nurturing the health and well-being of our children through thoughtful and expertly designed nutrition plans. Recognising the critical role of diet in early childhood development, we have developed a robust meal program that ensures variety and nutritional balance. Our service features four distinct menus, each operating on a 4-week rotation cycle, meticulously crafted to align with the highest standards of dietary guidance. Each weekly menu is thoughtfully curated in accordance with the Healthy Eating Advisory Service and follows the menu planning guidelines for long day care. These guidelines</p>

<p>recreate our meals at home, which speaks to the success and popularity of our menu items. These shared recipes foster a sense of community and continuity between the childcare setting and home, making mealtimes a shared culinary adventure. We celebrate the cultural diversity and festivity of our community by creating special menus for significant celebrations such as Halloween, Christmas, and other important dates. These menus are crafted not just to delight the taste buds but also to incorporate the themes of the day, enhancing the learning experience and sensory exploration through themed dishes. Whether it's pumpkin treats for Halloween or festive cookies for Christmas, these meals are designed to be fun, engaging, and educational. By involving families in our menu planning and celebrating together through food, we not only nourish the bodies of our young learners but also enrich their cultural and sensory experiences, making mealtimes an integral part of our educational philosophy.</p>	<p>of plain sight to protect the privacy of our children. Recognising the need to balance safety with confidentiality, our team, including our chef, brainstormed various strategies to improve this process. We explored several innovative solutions, such as color-coded plates, personalised meal tags that align with our confidential charts, or even digital displays that could be accessed securely via devices by the staff. These methods would allow casual educators to quickly and accurately identify each child's specific meals without compromising their privacy. By engaging in this thoughtful dialogue and considering practical changes, we ensure that our lunch practices are safe, inclusive, and respectful of each child's needs. This ongoing process of critical reflection helps us continually enhance our care and educational practices, ensuring a safe and nurturing environment for all children, regardless of who is on duty.</p>	<p>are rooted in the Australian Dietary Guidelines and the Australian Guide to Healthy Eating. This alignment ensures that our meals support the comprehensive nutritional needs of growing children, laying a strong foundation for healthy eating habits. Furthermore, our approach is consistent with the recommendations outlined in the Australian government's Get Up and Grow initiative, which emphasizes the importance of healthy eating and physical activity in early childhood. By integrating these guidelines into our menu planning, we provide meals that are not only delicious and varied but also optimally balanced to promote the health and vitality of our children. This careful attention to nutritional planning is part of our broader commitment to embedded practices in childcare that prioritise the well-being of our children. We understand that fostering a love for healthy food and active lifestyles from an early age can have lasting benefits, and our dedicated approach to nutrition is a fundamental component of this commitment.</p>
<p>Our innovative approach to ensuring the safety and well-being of children with dietary restrictions has resonated deeply with our families and the wider community. Our strategy of using visual aids like color-coded bowls and individualised meals to identify dietary requirements has been met with enthusiastic approval from parents. They have expressed how this method not only enhances safety but also instils a greater</p>	<p>Our ongoing commitment to improving our lunch practices is reflected in our thoughtful critical reflection sessions. During one such session, our team of educators addressed a significant concern: the impact of having casual educators on the children's safety, particularly regarding their specific dietary needs like allergies and intolerances. While casual educators were briefed using our allergy charts, these charts were</p>	<p>Ensuring the safety and well-being of our children during meal times is a cornerstone of our daily practice. To enhance this, we've implemented a system that combines practical safety measures with empowering educational opportunities for the children. To highlight and respect the diversity of dietary needs, we use color-coded bowls for children with special meal requirements. This practice not only prevents any mix-ups but</p>

<p>sense of confidence in how we care for their children, especially those with allergies. This positive feedback underscores the value of our commitment to clear communication and meticulous attention to dietary needs. Families appreciate knowing that even when their child's regular educators are not present, relief educators or those unfamiliar with the room can still provide the correct meals. This system ensures that every child receives nutrition that is safe and appropriate for them, reducing any anxiety for parents and staff alike.</p> <p>The success of this practice is a testament to our proactive engagement with families, inviting their input and addressing their concerns head-on. By incorporating their feedback into our processes, we strengthen the trust and partnership between our service and our families, reinforcing our community's confidence in our ability to look after their most precious members with utmost care and responsibility.</p>	<p>discreetly placed to protect the children's privacy. This setup, though respectful of confidentiality, posed challenges in ensuring that these educators could quickly and accurately match children with their appropriate meals. Realising the potential risks, our team engaged in a robust discussion to explore more effective solutions. Working collaboratively with our chef, we brainstormed several strategies to enhance meal identification without compromising privacy. Ideas included creating individualised meal tags that could be attached to each child's meal or utilising a digital system accessible only to staff, which would display dietary information securely. Another proposed solution was the use of color-coded meal trays or stickers that casual staff could easily recognise without needing to access private details.</p> <p>These reflective discussions are vital in our efforts to continuously safeguard the well-being of all children in our care while maintaining their dignity. By critically evaluating and adapting our practices, we ensure a safer, more efficient, and respectful dining experience, keeping all staff well-informed and responsive to each child's dietary requirements.</p>	<p>also supports the children's understanding of their individual dietary needs. It empowers them by allowing them to recognise and assert some control over their meal choices. The different colours help the children identify their meals as unique, promoting a sense of inclusivity and respect for diversity within the mealtime environment.</p> <p>These embedded practices showcase our commitment to providing a safe, nurturing, and educational mealtime experience. By integrating these thoughtful strategies, we ensure that every child feels cared for and valued, with their health and individuality at the forefront of our mealtime preparation.</p>
<p>We strive to create a link between our educational activities and family life, particularly through our engaging weekly incursions with Hey-Di-Ho. This program has become a highlight of the week, not just for the children but also for their families, who</p>	<p>Fostering a healthy lifestyle is an integral part of our educational philosophy. To support this commitment, we proudly offer a special addition to our weekly curriculum: the Hey-Di-Ho program. This vibrant incursion focuses on promoting physical</p>	<p>Fostering a healthy lifestyle is an integral part of our educational philosophy. To support this commitment, we proudly offer a special addition to our weekly curriculum: the Hey-Di-Ho program. This vibrant incursion focuses on promoting physical activity and well-being</p>

<p>actively choose to send their children on these special days. The enthusiasm for Hey-Di-Ho days is palpable and has made them our busiest times of the week. Parents are delighted by the visible impact these sessions have on their children, who often bring home new skills and excitement about their physical activities. The benefits extend beyond the physical, fostering social skills, rhythm, and coordination, which parents see as valuable additions to their children's development. Further enhancing this connection, the team from Hey-Di-Ho provides us with weekly resources that support our curriculum and allow us to extend the learning themes into our daily activities. These resources offer parents insights and ideas on how to continue promoting active lifestyles at home, bridging the gap between our service and family environments.</p> <p>This seamless integration of service and home-based learning not only enriches the children's experience but also empowers families to actively participate in their children's education. It's a beautiful example of how engaging with our community and families in meaningful ways can enhance the educational journey, making it a collective and collaborative effort.</p>	<p>activity and well-being among our young learners and is seamlessly integrated into our weekly schedule.</p> <p>Understanding the importance of early childhood health, we ensure that this engaging program is provided at no extra cost to our families. Hey-Di-Ho offers a variety of fun, energetic activities that not only encourage physical health but also enhance coordination, balance, and rhythm among children. These sessions are led by experienced instructors who specialise in early childhood movement, ensuring that every child participates safely and enthusiastically.</p> <p>By including Hey-Di-Ho in our curriculum, we are taking proactive steps to embed healthy habits from the earliest years, making health and fitness a joyful part of everyday learning. This initiative is just one of the ways we demonstrate our dedication to the well-being of our children, ensuring that they receive a holistic education that values their physical health as much as their intellectual and emotional development.</p>	<p>among our young learners and is seamlessly integrated into our weekly schedule.</p> <p>Understanding the importance of early childhood health, we ensure that this engaging program is provided at no extra cost to our families. Hey-Di-Ho offers a variety of fun, energetic activities that not only encourage physical health but also enhance coordination, balance, and rhythm among children. These sessions are led by experienced instructors who specialise in early childhood movement, ensuring that every child participates safely and enthusiastically.</p> <p>By including Hey-Di-Ho in our curriculum, we are taking proactive steps to embed healthy habits from the earliest years, making health and fitness a joyful part of everyday learning. This initiative is just one of the ways we demonstrate our dedication to the well-being of our children, ensuring that they receive a holistic education that values their physical health as much as their intellectual and emotional development.</p>
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DATE:	Improvement identified	Progress notes
Click or tap to enter a date.		

STANDARD 2.2 SAFETY

ELEMENT	OUR STRENGTH
2.2.1 Supervision	<p>At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.</p> <p>We ensure that adequate safety and security measures are in place at all times to protect children from any harm or hazard, including providing appropriate supervision and monitoring of all activities. We take reasonable precautions to reduce the possibility of any harm or hazard, such as maintaining safe and secure premises, appropriate training of staff, and ensuring effective communication between parents, staff, and children. In addition, we regularly review and update our policies, procedures, and practices to ensure the highest possible standards of safety, security, and well-being for all children.</p>

EVIDENCE IN PRACTICE	
Example	Evidence
<p>1. The service adheres to all relevant legislation, regulations, and codes of practice. Management and educators are kept current with changes in legislation, regulations or codes of practice. These are discussed regularly at staff meetings and put up as notices on our online rostering portal.</p> <p>2. Educators are provided with food safe, allergy aware and mandatory reporting training upon induction. Educators provide WWC and relevant qualifications prior to their start date.</p>	<ol style="list-style-type: none"> <li data-bbox="936 927 1451 1007"> Staff meeting minutes Tanda & Story park posts on policy reviews Tanda / emails to staff on legislation changes <li data-bbox="936 1114 1167 1166"> HR screenshots Email training links

3. The service implements regular staff training and professional development to ensure staff are up to date with best practices and regulations. Educators provide feedback to the service director on what professional development they are seeking to make their learning development meaningful.

4. Educators conduct safety checks every day to ensure the physical environment is suitable to all children and is safe to enter. All areas requiring maintenance are forwarded to our maintenance coordinator who attends to these.

5. The service is compliant with all necessary pest inspections, kitchen audits, fire equipment checks etc

6. The service has developed a number of risk assessments to ensure the safety of all children. These risk assessments are reviewed regularly. During the induction process, staff are made aware of risk assessments in place, the reporting and responding process of incidents, health and safety.

7. Promote and foster open communication with all stakeholders, including parents, to ensure the safety of children.

8. Implement a clear and comprehensive supervision program for all staff, including regular observation of

3. [Tanda posts on professional development performance review preliminary reflection](#)

4. [Indoor / Outdoor checklists](#)
[Bathroom checklists](#)
[Maintenance record](#)
Service audit in coordinators book

5. [Fire equipment check](#)
[Kitchen audit report](#)

6. [Risk assessments emergency](#)
[Risk assessments other](#)
[Staff Health and Safety Handbook](#)

7. [Safety policies up for review Tanda and story park](#)

8. [Supervision plans](#)
[Supervision policy](#)
[Tanda posts](#)

staff interactions with children. The service has supervision plans for each age group and is developed according to the developmental levels of the children. These plans are reviewed regularly and discussed with staff during staff meetings and room meetings.

9. All visitors into the service are required to sign in for the time they are there. This is to ensure the service Director knows who is in the building at all times, especially during evacuation or lockdown procedures. visitors working directly with children are required to produce their Working with Children check.

9. [Visitors log](#)

DATE:	Improvement identified	Progress notes
Click or tap to enter a date.		

ELEMENT	OUR STRENGTH
2.2.2 Incident and emergency management	<p>Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.</p> <p>We ensure that Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented by following the below steps:</p> <ol style="list-style-type: none"> 1. Identify and assess the risks associated with the incidents and emergencies that may arise from the operations. 2. Develop a plan to manage the risks associated with the incidents and emergencies. 3. Consult with relevant authorities to ensure the plan is comprehensive and meets any legal requirements. 4. Implement the plan, including training staff and other personnel on the plan and their roles. 5. Monitor the effectiveness of the plan and make adjustments as necessary. 6. Hold regular drills and exercises to ensure staff are familiar with the plan and that it remains up to date.

EVIDENCE IN PRACTICE	
Example	Evidence
<ol style="list-style-type: none"> 1. The service has a plan for emergency evacuations and lockdown procedures. The plans are reviewed regularly to ensure the information is current, easy to understand and keeps all children safe. 2. The service performs emergency evacuations, lockdowns and medical emergencies every 2 	<ol style="list-style-type: none"> 1. Emergency Procedure / Lock down procedure Emergency management policy 2. Emergency drills Post/sign for families regarding timing and participation

months. This is to keep the educators and children current of the expectations during these drills. These drills are done at different times of the day to ensure educators, children and families understand their expectations. Families are encouraged to participate in these drills, to ensure their understanding.

3. A comprehensive communication plan that outlines how information regards a potential risk will be disseminated to staff, students, community and other stakeholders in the event of an emergency, is located in our emergency/evacuation risk minimisation plan.
4. Educators are introduced to the services Emergency management procedures and strategies upon induction. They are observed and supported during an emergency procedure as their induction process to ensure their understanding and responsibilities during the event of an emergency.
5. The service reflects upon all emergency procedures to ensure all staff, families and children are aware of their responsibilities during practice runs, reflections also take place to improve practices for the future.

3. [Emergency evacuation risk assessment](#)
[Lock down procedure](#)
[Emergency management policy](#)

4. [Staff induction checklist](#)

5. [Adding reflective conversations to staff meeting agenda](#)
[Tanda posts](#)

DATE:	Improvement identified	Progress notes
Click or tap to enter a date.		

ELEMENT	OUR STRENGTH
2.2.3 Child protection	<p>Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.</p> <p>We ensure that management, educators, and staff are aware of the roles and responsibilities to identify and respond to any child at risk of abuse or neglect. This includes providing training to ensure that they understand the indicators of abuse and neglect, the appropriate steps to take, and the support that is available to families. We provide resources, such as policy and procedure manuals, to ensure that they are equipped to identify any potential signs of abuse or neglect, and to respond in a timely, supportive, and effective manner. We also ensure that they are aware of any relevant legal requirements and regulations, and that they are provided with any support they may need to ensure the safety and wellbeing of all children in the setting.</p>

EVIDENCE IN PRACTICE	
Example	Evidence
1. The service provides regular training and professional development opportunities to all staff, educators, and management on the roles and responsibilities of	1. Training certificates

responding to and identifying children at risk of abuse and neglect.

2. All staff are made aware of the policies and procedures in place to identify and respond to any child at risk of abuse or neglect during their induction process. They are made aware of and shown to understand how to respond appropriately.

3. Staff are encouraged to up keep training and be proactive in identifying and responding to any child at risk of abuse or neglect and made aware of their legal obligations to report any child at risk of abuse or neglect to relevant authorities. They are encouraged to go to the service director or responsible person if they are unsure or need guidance.

4. Educators, staff and management are provided support and information on how to respond to any child at risk of abuse or neglect.

5. Management, educators and families monitor and review the services policies and procedures regularly and are encouraged to provide feedback and input.

2. [HR induction on safety polices](#)
[Policies for review posted each month](#)

3. [Staff induction checklist](#)
[Child protection policy](#)
[Screenshot of HR with child Protec compliance](#)

4. [Training certificates](#)
[Child protection policy](#)

5. [Tanda policy review posts](#)

EXCEEDING THEMES		
THEME 3	THEME 2	THEME 1
<p>Through consultation with our external educational consultant, it was identified that involving our families and the wider community is essential when implementing the child safe standards in our service, as this will create a safer environment for children but also fosters a sense of partnership and collaboration between our service and community.</p> <p>By partnering with our families and community on this journey, there input, feedback and suggestions has shaped our practice in the following way:</p> <ul style="list-style-type: none"> • We built trust and credibility with all key stakeholders, as our families and community were more likely to support and participate in the process as they trusted the service we are providing. • Our Families and the community brought unique perspectives and experiences that informed the development of our practices towards the child safe standards. This assisted in identify potential risks and solutions that may have been overlooked otherwise. • It encouraged ownership as our families and community were involved the process and outcomes. This resulted in a greater sense of ownership and responsibility for the 	<p>In our pursuit of embedding child safe standards into every facet of our service, we've embraced a dynamic process of critical reflection. Here's how we breathe life into this practice:</p> <p>Regularly, we delve into the depths of our policies, procedures, and daily practices, ensuring they harmonise seamlessly with the child safe standards. This introspection involves dissecting past incidents and concerns, assessing the efficacy of our current strategies, and evolving accordingly. We don't navigate this journey alone. We actively seek and welcome feedback from our families and educators, employing a variety of tools such as surveys, questionnaires, and intimate focus groups. Their insights serve as guiding lights, illuminating areas ripe for improvement and innovation.</p> <p>When critical reflection uncovers gaps in knowledge, skills, or practice, we don't hesitate to invest in our team's growth. Professional development opportunities are readily provided, nurturing a culture of continuous learning and improvement. We believe in the power of collaboration. Engaging with other services and external agencies opens doors to shared learning experiences. Whether through conferences, professional networks, or interactions with</p>	<p>our dedication to fostering a nurturing environment for children, we've woven a vibrant tapestry of embedded practices that prioritise their safety and well-being. It's not just a checkbox; it's the very fabric of who we are and what we do.</p> <p>At the heart of our ethos lies a steadfast commitment to cultivating a culture where children thrive. From the upper echelons of leadership to the everyday interactions within our community, child safety isn't merely a consideration—it's a guiding principle ingrained in every decision we make. We empower our children, valuing their voices and involving them in decisions that impact their lives. Every child's perspective is not only heard but genuinely respected, fostering a sense of agency and belonging. Moreover, we extend our circle of care to encompass families and communities, ensuring they're well-informed and actively engaged in our shared mission of safeguarding our children. Recognising the diverse needs within our community, we champion equity, ensuring every child receives the support and attention they require to thrive.</p> <p>The guardians of our children, our educators, are not just well-intentioned; they're equipped with the latest knowledge, skills, and awareness through continuous education and training. Their dedication</p>

<p>safety and well-being of the children in our service.</p> <ul style="list-style-type: none"> • This increased participation by our families and community as felt more connected and invested in our service. This led to more opportunities for engagement and support from our key stakeholders. • It promoted transparency and openness among our stakeholders and ensured that everyone was on the same page regarding the safety and well-being of children in our service. <p>In summary, by involving our families and the community when implementing the child safe standards in our services, it built trust, provided diverse perspectives, encouraged ownership, increased participation, and promoted transparency. By working together, we have created a safer and more nurturing environment for our children.</p>	<p>external experts, we glean invaluable insights that enrich our practices and propel us towards excellence. Embracing technology, we harness the power of online assessment tools like the Child Safe Standards Assessment tool.</p>	<p>ensures that every child under our care is enveloped in an environment where safety is paramount. From the physical spaces where children play to the digital realms they explore, we meticulously craft environments that minimise any opportunity for harm. Our commitment doesn't end there; we constantly evaluate and enhance our implementation of Child Safe Standards, refining our practices to ensure they remain at the forefront of child protection. And should the unthinkable occur, our response is swift, child-focused, and rooted in empathy. Our clear processes for addressing complaints of abuse or neglect provide a safety net, ensuring that every child's well-being is our top priority. Behind every policy and procedure lies a dedication to creating a haven where children can flourish. Our documentation not only outlines how we operate but serves as a testament to our unwavering dedication to being a beacon of safety and security in the lives of the children entrusted to our care.</p>
<p>During orientations, we inform our families of our 10-minute cot checks, they have expressed their gratitude and reassurance that their infants are in good hands. When reviewing our sleep and rest policy, families have reminded us of how great it is to have this additional measure in place for their peace of mind.</p>	<p>Management reflected on best practice and minimising the risks even further to ensure the safety of all our children and educators.</p>	<p>Our service conduct cot checks every 10 minutes above the regulatory requirements of 15minutes checks. Educators use timers to manage the checks, they sign off the checklist and rest the timer routinely until no more children remain sleeping in the cot rooms.</p>

Our families are told upon orientation that we aim to have all educators trained in first aid all the time. They have commented on how reassured they feel knowing the service goes above and beyond the minimum requirements.	Management reflected on best practice and minimising the risks even further to ensure the safety of all our children and educators.	Our service endeavours to have all of our educators first aid trained, above and beyond the regulatory requirement of 1 trained person at all times.
Our families are notified when the service will be conducting a drill and families are invited to participate in the process if they are present at the time. We verbally request their feedback on the day as well as during our emergency evacuation policy review.	Our approved provider and nominated supervisor engaged in a robust discussion following a compliance visit from ECRU and decided that in order to remain compliant at all times and to avoid a lapse in recommended drill windows, we would change our policy to require drills every 2 months and added this into the coordinators diary.	Our service completes evacuation, lockdown and medical emergency drills every 2 months above the 3 monthly requirements as per the regulations.
During orientations, we inform our families of our 10-minute cot checks, they have expressed their gratitude and reassurance that their infants are in good hands. When reviewing our sleep and rest policy, families have reminded us of how great it is to have this additional measure in place for their peace of mind.	Our educators discussed SIDS recommendations and decided to ensure best practices that we would like to decrease the time between checks to ensure that sleeping infants are kept as safe as possible whilst in our care.	Our service conduct cot checks every 10 minutes above the regulatory requirements of 15minute checks. Educators use timers to manage the checks, they sign off the checklist and rest the timer routinely until no more children remain sleeping in the cot rooms.

DATE:	Improvement identified	Progress notes
Click or tap to enter a date.		

QUALITY AREA 3: PHYSICAL ENVIRONMENT



STANDARD 3.1 DESIGN

ELEMENT	OUR STRENGTH
3.1.1 Fit for purpose	<p>Our outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.</p> <p>We ensure that all outdoor and indoor spaces, buildings, fixtures and fittings are designed and maintained to be safe and suitable for their intended purpose. This includes making sure that our outdoor and indoor spaces, buildings, fixtures and fittings provide safe and accessible access for every child. We take into consideration the age, ability, and developmental stage of each child when designing and maintaining our outdoor and indoor spaces, buildings, fixtures and fittings. We also ensure that our outdoor and indoor spaces, buildings, fixtures and fittings are regularly inspected and maintained to a high standard.</p>

EVIDENCE IN PRACTICE	
Example	Evidence
<p>1. We are a purpose-built service with children's accessibility as a priority in our building plans. We ensure that the outdoor and indoor spaces, buildings, fixtures, and fittings are designed to meet the needs of the children attending the service as well as for any visitors. This may include features such as ramps, handrails, lift, wide doorways, and accessible and appropriately sized toilets and accessibility to disabled toilets when required.</p>	<p>1. Learning environment pictures - disabled toilet and shower - lift - ramp - hand rails - wide doorways - children toilet</p> <p>2. Maintenance list Service audits from coordinators book.</p>

2. Make sure that the outdoor and indoor spaces, buildings, fixtures, and fittings are regularly maintained, and safety checked. This includes checking for any potential hazards, such as trip hazards or potential fire risks. The educators use an indoor and outdoor checklist which are completed daily to ensure all environments are free from potential hazards.

3. Provide adequate supervision and support for the children to ensure their safety when using the outdoor and indoor spaces, buildings, fixtures, and fittings. Our service develops supervision plan to maximise on safety of all children and ensure children could have the opportunity to play and learn freely whilst being kept safe.

4. Ensure that the outdoor and indoor spaces, buildings, fixtures, and fittings are accessible to all children, regardless of their individual needs and give opportunities for children to explore and engage in age-appropriate activities. This may include providing ramps and other assistance to ensure that all children can access the spaces safely. The resources and the environment and inclusive of all the children's needs for learning and development. This is supported by Bandura who developed his social learning theory which is based on the idea that children learn from their environment through an active cognitive process of observational learning.

[3. Supervision plans](#)
[Staff inductions](#)
[Relationships with Children policy](#)

4. Learning environment pictures and area for the different age groups

- play areas
- different sized play equipment
- babies ramp
- bikes with seat on the back
- tables and chair heights

5. Learning environment pictures of age-appropriate seats, blinds, lighting

- block out blinds
- sheer blinds
- lights
- Chairs, tables, highchairs
- quiet areas

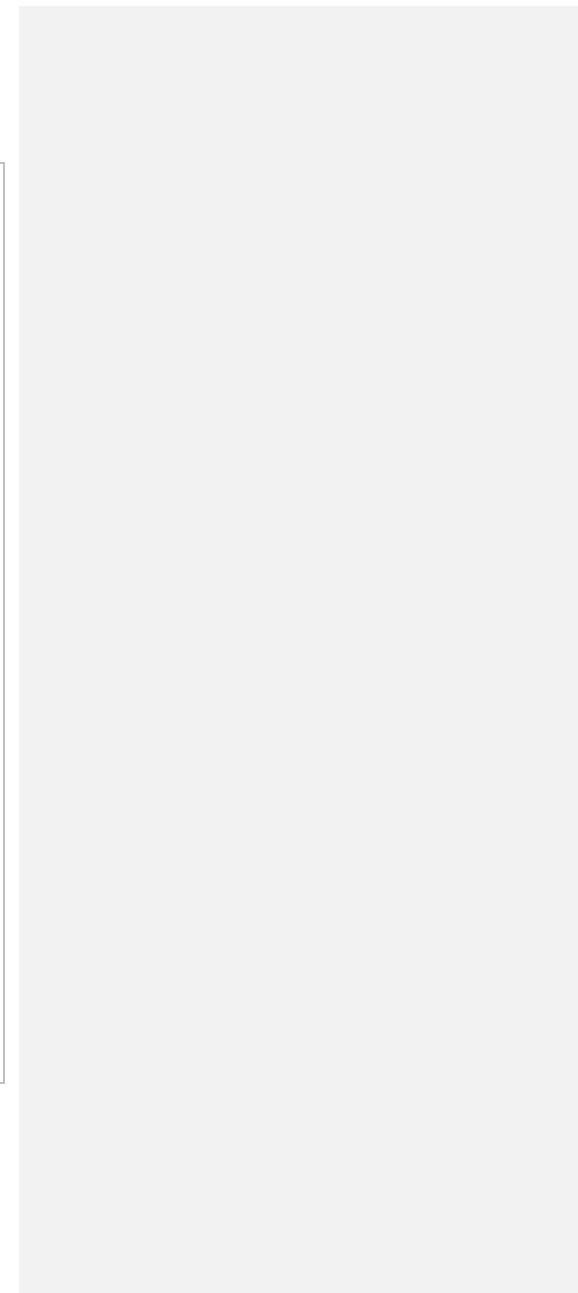
5. Ensure that the outdoor and indoor spaces, buildings, fixtures, and fittings are designed to be comfortable and enjoyable for the children attending the service. This may include providing adequate seating and appropriate lighting.

DATE:	Improvement identified	Progress notes
Click or tap to enter a date.		

ELEMENT	OUR STRENGTH
3.1.2 Upkeep	<p>Our premises, furniture and equipment are safe, clean, and well maintained.</p> <p>We pride ourselves on providing a safe and comfortable environment for our staff and customers. Our furniture and equipment are regularly inspected and maintained to ensure that they are up to date and in good working order. We follow all applicable safety regulations, and our premises are cleaned and sanitised regularly. This helps to ensure that our children's families and staff can enjoy a pleasant and safe experience while on our premises.</p>

EVIDENCE IN PRACTICE	
Example	Evidence

<p>1. The service has established clear protocols and procedures for the safe and clean use of furniture and equipment in the early childhood setting. Educators are made aware of the services protocols and procedures during their induction process to ensure they understand and are followed correctly.</p> <p>2. The service provides regular training for staff on the cleaning and safety protocols, as well as on the use of furniture and equipment. Ensure that staff have the necessary support and resources to implement the protocols. There are risk assessment and safe operating procedures in place to ensure all staff understand the requirements to operate safely.</p> <p>3. The service keeps a log of any maintenance works that are yet to be completed and follows an ongoing cleaning schedule for toys, soft furnishings and bedding etc.</p> <p>4. The service monitors and review the safety and cleaning practices in the early childhood setting to ensure they are being followed and are effective. We make changes as needed.</p> <p>5. The service uses high-quality furniture and equipment that is designed for early childhood settings. The service handpicked each piece of furniture and material to</p>	<p>1.Indoor / outdoor checklists Toy cleaning check Staff induction checklist</p> <p>2.Staff induction Risk assessments-staff sign Safe operating procedures</p> <p>3.Maintenance book Toy cleaning check lists</p> <p>4.Updating risk assessment yearly and having staff read and sign</p> <p>5. Photos of the high-quality furniture in the service.</p>
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ensure it is suitable for the age and development of the children and that they are safe and durable.

EXCEEDING THEMES		
THEME 3	THEME 2	THEME 1
<p>Our approach to designing our service was deeply collaborative and community focused. Throughout the design phase, we actively engaged with directors and educators, incorporating their firsthand experiences and insights to ensure that every area of our service is thoughtfully crafted and practical for daily use. This involvement ensures that our environments are not just functional but are optimised for learning, play and growth.</p> <p>To celebrate and showcase our new facility, we hosted an open day—a vibrant and interactive event where families and educators were invited to explore the spaces firsthand. This day served as a crucial touchstone for our community, offering everyone the opportunity to reflect on the environment and share innovative ideas on how to maximise the usefulness and enjoyment of each area. The enthusiasm and feedback from this open day was overwhelmingly positive, resonating</p>	<p>Our approach to creating a purpose-built childcare service is deeply rooted in reflective practice. Our management team engaged in a comprehensive review of our previous childcare facilities, examining the effectiveness of various physical environments and elements that contributed to our success. We held meaningful discussions with stakeholders, including educators, parents, and community members, to gather diverse perspectives on what works well and what could be improved. These conversations informed our decisions, ensuring that each aspect of the new service—from layout and design to the selection of materials and features—was thoughtfully considered and purposefully integrated. This reflective and collaborative process has enabled us to tailor our new facility to better meet the needs of children, families, and staff, ultimately enhancing our educational practices and service delivery.</p>	<p>Our purpose-built service is designed to foster safe and nurturing learning experiences for children of all ages, both indoors and outdoors. Our service features specialised areas tailored to various developmental stages. For our youngest learners aged 0-2.5 years, we provide a fully undercover area, ensuring they can explore and play in a protected and secure environment, promoting sensory development and motor skills in all weather conditions. For the older children in our downstairs rooms, we offer extensive shade coverage of 75%, allowing them to engage in dynamic outdoor activities while being shielded from the elements. This thoughtful design supports a wide range of educational opportunities, from physical play to quiet reading under the canopy, facilitating holistic growth and development. Each space at our centre is intentionally crafted to enhance our educational practices, ensuring every child benefits from a stimulating, inclusive, and safe learning environment.</p>

<p>strongly with prospective families and educators. This continued interest and engagement from the community not only validates our collaborative design process but also highlights our building as a key factor that attracts families to enrol at our service, ensuring that our educational spaces remain vibrant, inclusive, and tailored to the needs of the children within our service.</p>		
<p>Our engagement with families and the broader community is integral to enriching our childcare environment. In our commitment to supporting educator well-being, we've consulted with leading organisations like the Australian Childcare Alliance (ACA) and various childcare experts. These collaborations help us to understand and implement the best practices that ensure our educators are well-supported and that their dedication to our children is fully recognised.</p> <p>In the staff room, we have created a vibrant display of warm messages, thank-you cards, and heartfelt notes from families. These tokens of appreciation are not just decorative; they serve as daily reminders to our educators of the profound impact they have on the lives of the children and families they work with. This tangible display of gratitude boosts morale and reinforces the deep mutual respect and appreciation that characterises our community, making our</p>	<p>Our team deeply values the well-being of our educators and recognises the essential role they play in creating a nurturing environment for our children. To support this, we embarked on a thoughtful reflection process aimed at enhancing the calmness and comfort of the spaces dedicated to our staff. Through engaging and open discussions, we explored various ways to enrich our educators' break times and personal spaces. These collaborative conversations led to several delightful enhancements to our staff areas. We introduced an array of personal care items, enabling our team to pamper themselves during breaks. Nutritious snacks were added to provide a much-needed energy boost throughout the day. We infused the space with fresh aromatics to create a soothing</p>	<p>The well-being of our educators is as important as the care they provide to our children. That's why we've designed our staff room to be a tranquil retreat—a place where educators can unwind and rejuvenate before, during, and after their shifts. This dedicated space is thoughtfully crafted to be a "safe haven". Here, our team can enjoy a well-deserved break in peace, recharge their energies, and have a moment of quiet away from the lively hustle of daily activities. It's not just a room; it's a support system that acknowledges the hard work and dedication of our educators, providing them with comfort, snacks and replenishments and a chance to refresh themselves mentally and physically. By ensuring our educators have access to such a nurturing environment, we empower them to return to their roles feeling rested and revitalised, which enhances their ability to engage positively and effectively with the children throughout the day. This careful attention to the needs of our staff reflects our</p>

service a place where educators feel truly valued and connected.

atmosphere that helps reduce stress and promote relaxation.
Each of these thoughtful additions was chosen to ensure that our educators feel valued, cared for, and respected, enhancing their ability to bring their best selves to our community every day.

broader commitment to creating a harmonious and supportive community for everyone at our service.

DATE:	Improvement identified	Progress notes
Click or tap to enter a date.		

STANDARD 3.2 USE

ELEMENT	OUR STRENGTH
3.2.1 Inclusive environment	<p>Our outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both our built and natural environments.</p> <p>Our outdoor spaces are designed to be stimulating, age appropriate and to encourage children to explore. We provide natural materials and resources to promote physical, creative and imaginative play. We provide a range of equipment to encourage physical development and we regularly change the resources and environments to ensure that children remain engaged and motivated.</p> <p>Our indoor spaces are designed to enable children to explore and learn through play. We provide stimulating, age-appropriate resources that enable children to discover and develop new ideas and skills. We also provide comfortable, safe spaces for quiet, individual play and for social interactions.</p> <p>We are committed to providing a safe and enjoyable environment for all children and families. We take all necessary safety precautions to ensure that the spaces are safe and secure, and that all equipment is used correctly and safely. We ensure that all staff are trained in the use of equipment and that they are aware of any potential risks. We also ensure that our spaces are accessible to all, with wheelchair access and age-appropriate furniture and equipment. We also provide a range of visual aids, such as sensory boards and signs, to promote inclusion.</p> <p>We continually review and evaluate our outdoor and indoor spaces to ensure that they remain stimulating, safe and enjoyable for all children and families.</p>

EVIDENCE IN PRACTICE	
Example	Evidence
<p>1. The service encourages both indoor and outdoor play throughout the day where appropriate. The educators create a variety of spaces for children to explore and interact with that support children's exploration, play, and learning. The educators create their learning environments by bringing the indoors out and the outdoors in to create a variety of choice throughout the day.</p> <p>2. Educators designate areas for specific activities can help children understand what activities are expected of them in that space. For example, setting up a quiet reading corner with comfortable seating and books can help children understand that this is the area for quiet reflective activities.</p> <p>3. The service utilises the natural landscapes around our early childhood education and care service to create exciting and engaging learning experiences for children. This includes setting up a nature-based play area, incorporate natural elements into the indoor and outdoor spaces. Incorporating natural elements into the indoor and outdoor spaces can help children to feel at home and more connected to the outdoors. This could include having plants, other natural elements, the fish tank, and other animals that will help to create a pleasant and inviting atmosphere.</p>	<p>1. Learning environment pictures Educational Program Fortnightly reflections</p> <p>2. Educational Program Fortnightly reflections Learning environment pictures</p> <p>3. Educational Program Fortnightly reflections Learning environment pictures</p> <p>4. Indoor / Outdoor checklists</p>

4. The service has daily indoor and outdoor checks that educators conduct prior to children entering. Ensuring that these spaces are safe for children and that there are no hazards that could cause injury.

5. Educators provide opportunities to explore and interact with the environment daily. These opportunities are created based on children's interests and developmental levels. These include open-ended opportunities and activities such as play dough, painting, or building blocks, and allowing children to explore the different textures and elements outdoors.

[5.Educational Program](#)
[Fortnightly reflections](#)
[Learning environment pictures](#)

DATE:	Improvement identified	Progress notes
Click or tap to enter a date.		

ELEMENT	OUR STRENGTH
3.2.2 Resources support play-based learning	<p>Our resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.</p> <p>Our resources, materials, and equipment are both developmentally appropriate and relevant to the curriculum and are designed to foster creativity and encourage exploration. We have a wide range of materials available to support play-based learning, such as blocks, dolls, puzzles, art supplies, books, and manipulatives. We also provide outdoor equipment, including balls, hula hoops, jump ropes, and playground structures.</p> <p>We strive to ensure that our resources, materials, and equipment are varied, plentiful, and accessible to all children. We create a learning environment that encourages children to explore, create, and learn through play. We ensure that the resources, materials, and equipment are appropriate for multiple ages and abilities. We ensure that the resources, materials, and equipment are appropriate for engaging in play-based learning experiences. We also ensure that the supplies are easy to clean and store. We also ensure that the resources, materials, and equipment are safe for children to use. Finally, we strive to create a learning environment that is stimulating and inviting for children.</p>

EVIDENCE IN PRACTICE	
Example	Evidence
<p>1. The service provides a variety of resources and materials with variety of use. The service has regular resource orders created by the educators within each room. These orders are created on the needs, interests, and abilities of the children within their care. Resources have multiple uses and are shared throughout the service and rotated to give variety to the children in our care.</p>	<p>1. Learning environment pictures fortnightly reflections Educational Program</p>

2. We invest in durable materials and equipment that will last multiple uses buying our resources from reputable companies that provide high quality resources. Provide guidance for how materials and equipment should be used to ensure safety and maximise their use.

3. Children are encouraged to take part in the cleaning and maintaining of the resources in their room. Educators use this as teachable moments and discuss the importance of taking care of the resources that we have.

4. Post covid restrictions the service reflected on ways to access resources with minimal to no contact. The service began to access some resources such as yoga classes and music and movement experiences via the internet. We later decided it would be wise to invest in an interactive whiteboard to support the needs of the children considering all the latest changes. This has been a valuable recourse that is interactive technology and used for teacher lead experiences and used during staff professional development.

5. Resources and materials are organised in storerooms and within learning environments and are regularly rotated allowing children to make choices in their learning and what is relevant to their current likes and abilities.

2. [Environment pictures](#)

3. Toy washing checklists

4. Hey-De Ho resources
Hey de Ho communication
Staff meeting photo- use of board
Interactive whiteboard on curriculum

6. store room photos showing resources

DATE:	Improvement identified	Progress notes
Click or tap to enter a date.		

ELEMENT	OUR STRENGTH
3.2.3 Environmentally responsible	<p>We care for the environment and support children to become environmentally responsible.</p> <p>We teach children about the importance of conserving resources and using them in a responsible way. We help them understand the impact of human activities on the environment and how to reduce their ecological footprint. We promote recycling and reuse of items and encourage the use of renewable energy sources. In addition, we support children to develop meaningful relationships with the environment by participating in outdoor activities such as gardening, exploring local habitats and parks, and taking part in local conservation initiatives.</p>

EVIDENCE IN PRACTICE	
Example	Evidence
1. Educators use teachable moments such as mealtimes, transitions, and play-based learning to educate children on sustainable practices such as, why we have timer taps, solar power, washable face towels and half paper towels.	1.Photo evidence/ timer taps/washable face clothes/ half paper Educational Program

<p>2. During quiet hours the service turns lights off, educators use these moments to discuss with children why we do this and how these changes can make big impacts.</p> <p>3. Each room through the service has a recycling bin. Educators use these to teach children the importance of reducing waste, reusing items, and recycling. Show them how to properly sort materials for recycling.</p>	<p>2. Poster near light switch</p> <p>3.Environment pictures recycle station</p>
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EXCEEDING THEMES		
THEME 3	THEME 2	THEME 1
<p>Our approach to sustainability is a community-driven endeavour. Our families are not just participants but catalysts for our sustainable practices, enriching our curriculum and encouraging the children's positive learning outcomes. Inspired by a suggestion from our families, we set up a worm farm—an engaging, hands-on project that teaches the children about composting and the lifecycle of organic waste.</p> <p>In addition, we've adopted the use of wet bags for storing children's dirty clothes, significantly cutting down on the use of plastic bags and helping our children</p>	<p>Our commitment to sustainability is deeply rooted in our educational philosophy and the design of our facilities. This focus emerged from critical reflection on how best to foster a nurturing environment. From the outset, we have been dedicated to integrating sustainable practices into our daily practices and activities. By incorporating sustainability from the very beginning, our goal is to cultivate a profound understanding and appreciation of environmental stewardship in our children, equipping them to be conscientious citizens who make sustainable choices throughout their lives.</p>	<p>Our commitment to sustainability is woven into our daily operations. We've thoughtfully integrated several green initiatives driven by our families, staff and children to foster an environmentally conscious community and teach our children the importance of sustainability. Our service features a worm farm, which not only processes organic waste but also serves as a hands-on educational tool for children to learn about composting and soil health.</p> <p>Additionally, we've implemented a scrap food collection system, reducing waste and reinforcing the value of resource</p>

<p>understand the importance of reusable materials.</p> <p>Another wonderful initiative born from the spirit of our families is our 'cash for cans' program. Organised by one of our families, this project not only teaches children about recycling but also about community contribution, as all proceeds are donated. These initiatives showcase how community involvement can transform our service into a living classroom for sustainability.</p>	<p>Our use their reflections on educational programs, connecting our service philosophy and national standards with sustainable practices in childcare. With a mix of thoughtful analysis and creativity, they weave sustainability into our curriculum. This helps us create an environment where children learn to care for their world from their very first days with us.</p>	<p>conservation. Our community pantry and weekly bread delivery plays a dual role, supporting local families while encouraging the sharing and reuse of resources, further minimising our environmental impact. Our 'cash for cans' collection initiative not only helps in recycling but also raises funds that are reinvested into our sustainability programs.</p>
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DATE:	Improvement identified	Progress notes	Update
23/10/202423	Looking at ways our service can be more sustainable in our every day practices	<ul style="list-style-type: none"> • Put up a story park post to families and staff for input on their ideas on what they do at home that works, and put up suggestions that we already have • Received lots of input and feedback on what we can do to improve our sustainable practices, these included using wet bags for children's soiled clothing rather than plastic bags, introducing a worm farm to use our food scraps with and use 'worm tea' for feeding the gardens, taking food scraps for animals (which is something we are already doing), • 2-12-23 We have ordered a worm farm and reusable wet bags for children's soiled clothing, these were distributed to children upon enrolment when we first opened, this has been reintroduced and handed out to any families who do not have one. • We will do a 6month check in to see how these implementations have made an impact on the services practices. • 	<ul style="list-style-type: none"> • Moved to exceeding theme 23-4-24

QUALITY AREA 4: STAFFING ARRANGEMENTS



STANDARD 4.1 STAFFING ARRANGEMENTS

ELEMENT	OUR STRENGTH
4.1.1 Organisation of educators	<p>The organisation of our educators across the service supports children's learning and development.</p> <p>The organisation of our educators is designed to provide the best possible learning and development opportunities for the children in our care. We ensure that our educators are well-trained and have the necessary skills to effectively nurture each child's learning and development. Our educators are organised into teams and collaborate to ensure the best possible learning experiences for the children. We ensure that each team is led by an experienced and qualified educator who is able to provide guidance and direction to their colleagues. We also provide educators with regular professional development opportunities to ensure they have the most up-to-date knowledge and skills to support children's learning and development. We also ensure that our educators have access to current research and best practices to ensure that they are able to provide evidence-based support to the children in our care.</p>

EVIDENCE IN PRACTICE	
Example	Evidence
<p>1. The service has created a shared vision and values as a team outlining the desired outcomes for the children's learning and development. This is reviewed and reflect upon the current practices and children within the service.</p>	<p>1. Staff meeting minutes. Room Meeting minutes</p>

2. Foster collaboration and communication among educators to ensure they are aware of each other's work and can share ideas and best practices.

3. The service encourage reflective practice among educators to help them develop their understanding and practice of child-centred learning.

4. Educators and management through regular communication discuss what type of professional development they are currently seeking in the service. This allows for the type of opportunities provided are relevant to the educators, the service and the children within the service. Staff meetings are used as a time for professional development and allow the educators to come together as a learning opportunity.

5. Monitor progress and regularly evaluate the effectiveness of the organisation of the educators to ensure children's learning and development is being supported.

6. The service uses Deputy / Tanda for their rostering portal, here there is also a communication tool for staff to share resources, ideas and best practices. The company also has a shared closed Facebook group where educators from sister services share ideas, ask questions and reflect upon current trends or practices in their services and offer support to one another.

2. [Tanda posts, story park posts, Educators space – Facebook posts](#)
3. [Fortnightly reflections](#)
4. [KPI reflections & goals](#)
[PD Staff meeting](#)
[Tanda posts](#)
[story park posts](#)
5. [Performance management meeting](#)
6. [Tanda posts sharing ideas](#)
[Facebook posts ideas](#)

DATE:	Improvement identified	Progress notes
Click or tap to enter a date.		

ELEMENT	OUR STRENGTH
4.1.2 Continuity of staff	<p>Every effort is made for children to experience continuity of educators at our service.</p> <p>We have several strategies to ensure continuity of educators at our service. We strive to provide consistent staffing within our service, and we encourage and support educators to develop positive relationships with children, families and colleagues. We also value the importance of educator and child relationships and the impact of these on children's learning and development. We recognise the importance of a secure base for children and are committed to nurturing this. We ensure that our educators are supported in their role and provided with opportunities to maintain their knowledge and skills. We also ensure that our educators are regularly provided with reflective practice opportunities to ensure they are supported in their work with children. Our service also strives to ensure our educators have a good work/life balance and that they are respected and supported to ensure their own wellbeing.</p>

EVIDENCE IN PRACTICE	
Example	Evidence
1. The service provides a stable staffing environment by minimising staff turnover and hire experienced and	<ol style="list-style-type: none"> Staff interview questionnaire Educator participation in the review process –

committed educators who have a strong understanding of the service's philosophy and core values.

2. The service creates a supportive and respectful work environment where educators are encouraged to build relationships with children and families and each other.

3. The service ensures that educators who have been with the service for a long time are given recognition and support for their commitment. Educators who have been with the service for years are awarded with gift of gratitude as a token of the approved providers appreciation.

4. Educators are encouraged to develop professional relationships with other educators and families.

5. The service has established clear expectations of educators' roles and responsibilities, as well as effective communication protocols. This is done through the induction process and regular check ins with educators throughout the year.

6. The service has implemented strategies to support children's transition to new educators when needed, such as introducing the new educator to the child and their family and providing support throughout the transition.

2. [Photos of the staff room environment](#)
[invitations to team building and social events](#)
[educators sense of belonging](#)

3. story park post for educators who have been here longer than 12months.
One year anniversary luncheon

4. [Team building photo](#)
parent and educator interactions photos

5. [Staff induction checklist](#)
[Cert 3](#) and [qualified](#) descriptions
[Staff handbooks](#)
[KPI reflections](#)

6. [Transition packs](#)
[Welcome to toddlers room pack](#)
[new director post](#)

EXCEEDING THEMES		
THEME 3	THEME 2	THEME 1
<p>The continuity of educators plays a vital role in our community's sense of comfort and trust. We frequently receive heart-warming feedback from families who express how reassuring it is to see the same caring educators each time they arrive. This consistency has been a cornerstone of our relationship with the community, so much so that families often return to us with younger siblings after several years and from sister services when we initially opened our service. They tell us that their decision is heavily influenced by their unwavering confidence in the quality and stability of our service. Such testimonials underline the deep connections and trust we foster within our community, making our centre a preferred choice for many families seeking a nurturing and reliable care environment for their children.</p>	<p>Our approach to creating rosters is dynamic and deeply reflective, ensuring every room is perfectly suited to enhance both learning and development. We regularly review the structure and dynamics of each room, carefully considering how different educators' strengths and styles interact with the children's needs. Through thoughtful group discussions and collaborative reflection sessions, we explore and evaluate the effectiveness of each educator's placement. This process allows us to adapt and optimise our team's configuration, aiming always to align with our commitment to providing exceptional education and care. By ensuring each educator is where they can have the most positive impact, we maintain the continuity and quality of our service. This reflective practice not only supports our educators in their professional growth but also maximises the educational outcomes for the children, fostering a nurturing environment where they can thrive.</p>	<p>We go above and beyond when it comes to our service rosters. We meticulously design our staffing schedules to exceed the minimum regulatory requirements, ensuring that every part of the day—mornings to afternoons—is optimally supported. This approach allows us to seamlessly manage children's transitions throughout the day and provide extra support should any room need it. By strategically placing our skilled educators where they are most needed, we create a smooth, enriching experience for every child, ensuring that their time with us is not only educational but also comforting and joyful. This reflects our commitment to providing the highest quality care and education in our early learning service.</p>
<p>Our community and family engagement is deeply embedded in our operational practices and our overarching philosophy. While we utilise digital tools like Tanda for internal roster management, we understand the importance of transparency and accessibility for our families. Therefore, we continue to maintain a "paper" version of our</p>	<p>We continuously strive to refine and enhance our operational practices through thoughtful reflection and research. Previously, we utilised a rostering software called Deputy, but after thorough research and consultations with various software providers, we discovered that Tanda offered a more integrated solution. Tanda</p>	<p>We streamline our operations and enhance our childcare services using online platforms. We utilise a rostering platform, Tanda, which integrates seamlessly with our HR software. This combination assists our directors in managing staff schedules efficiently and</p>

roster, which mirrors the digital one maintained in Tanda. Each week, this roster, along with our weekly menu, is shared with our families via story park. This practice is highly valued by our families for several reasons. Firstly, it provides them with a clear expectation of which educators will be present each day, particularly in the mornings. This information is crucial for parents who want to discuss and prepare their children for the day ahead, ensuring a smooth transition from home to our service. By knowing who will greet them each day, children feel more secure and comfortable, reinforcing a sense of consistency and routine that is vital for their well-being. Additionally, this transparency fosters a stronger connection between our service and our families. Parents appreciate the ability to maintain a continuous dialogue about their child's care and the educators involved, which enhances the continuity of care and supports deeper relationships between our staff and the families we serve. By sharing our rosters publicly, we not only uphold our philosophy of open communication and community partnership but also reinforce our dedication to providing a stable and predictable environment for our children. This practice has been met with positive feedback from our families, who find comfort in the familiarity and consistency it brings to their children's daily experiences at our centre. This approach exemplifies our commitment to aligning our practices with the needs and expectations of the families

seamlessly connects with ChildHR and Kidsoft, our Child Care Management System (CCMS) software, enabling us to manage staff ratios and scheduling more effectively. This transition to Tanda was carefully planned and executed to ensure a smooth integration into our daily operations. We began by introducing the new system to our directors, providing them with detailed training to familiarise them with its capabilities and benefits. Once our leadership was confident in navigating the new system, we gradually introduced the relevant features to our educators, starting with essential functions like signing in and out. This phased approach not only minimised disruptions but also ensured that our entire team was comfortable and proficient with the new tools. By adopting Tanda, we have enhanced our ability to manage staffing efficiently, ensuring that we continue to meet the high standards of care and education that our families expect from us. This reflective practice in adopting and integrating new technology demonstrates our commitment to continuous improvement and excellence in childcare.

ensures that all educators rostered meet our stringent qualifications and certification requirements. This system not only optimises our staffing process but also supports our commitment to providing high-quality care. By ensuring that each shift is staffed with appropriately qualified educators, we maintain the excellence and safety of our educational environment. This embedded practice of utilising technology reflects our dedication to operational efficiency and educational integrity, enabling us to focus more on delivering exceptional care and educational experiences to the children in our service.

we serve, ensuring that our service remains a trusted and integral part of the community.

DATE:	Improvement identified	Progress notes
Click or tap to enter a date.		

STANDARD 4.2 PROFESSIONALISM

ELEMENT	OUR STRENGTH
4.2.1 Professional collaboration	<p>Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.</p> <p>We promote an environment of open and honest communication, where the views of all stakeholders are respected and valued. We strive to create a culture of respect, trust and collaboration, where everyone feels safe to share ideas, challenge each other and work together to achieve the best outcomes. We encourage active listening, constructive feedback and professional development for all. We also ensure that everyone is aware of their obligations for the collective success of our service.</p>

EVIDENCE IN PRACTICE	
Example	Evidence
1. We provide regular team building and activities. Each year the company has an end of year celebration, the	1. Team building / social events posts invitations. Team building pictures.

service invites all educators to 'Sun downer drinks' on Early Childhood Educators Day, the service celebrates their anniversary annually through a dinner, the service organises a range of other 'team building' or activities outside of this. Such activities can help to foster better communication, collaboration, and respect among staff members.

2. The service encourages open communication, feedback, and dialogue among staff members. This is outlined upon the induction of each staff member to ensure clear communication is established.

3. The service encourages opportunities for staff to learn from each other and to work together on projects and initiatives.

4. The service has regular check-ins and team meetings are a great way for staff to discuss issues, share ideas, and foster mutual respect and collaboration.

5. Promote recognition and reward. Make sure to recognise and reward staff members for their contributions, successes, and hard work.

6. Upon induction, the service sets the tone for respect within the organisation and ensure that any disrespectful behaviour is addressed.

2. [Staff induction checklist](#)
[grievance policy](#)

3. [Staff meeting minutes.](#)
[Room meeting minutes](#)
[Chemello con photos](#)

4. [Staff/ room meeting minutes.](#)
[KPI meeting minutes](#)

5. [Educators shout out in ed leader newsletter.](#)

6. [Staff induction](#)
[Code of conduct on child HR](#)

7. [Educational leader meeting with sister services](#)

7. We provide regular opportunities for staff members to develop their leadership skills and to understand the importance of mutual respect and collaboration.

DATE:	Improvement identified	Progress notes
Click or tap to enter a date.		

ELEMENT	OUR STRENGTH
4.2.2 Professional standards	<p>Professional standards guide practice, interactions and relationships.</p> <p>The Professional standards provide our team guidance and direction to ensure that they are providing high quality care and education to the children in their care. Professional standards are designed to help create a safe, nurturing, and stimulating environment for children to learn and grow. Professional standards help to ensure that early childhood educators are knowledgeable about best practices in the field and provide meaningful interactions and relationships with children, families, and colleagues. Professional standards also help to ensure that early childhood educators are up-to-date on relevant legislation, regulations, and policies and adhere to ethical and legal principles. Professional standards provide guidance for early childhood educators on how to include diversity and inclusivity into their practice, interactions, and relationships with children and families.</p>

EVIDENCE IN PRACTICE

Example	Evidence
<p>1. The service has established a code of conduct to ensure that all stakeholders in our service adhere to and understand the expected level of professionalism. This code is clearly articulated upon induction and regularly reviewed and updated.</p> <p>2. Professional development is provided to all educators based on their needs and wants. The service reflects upon current practices and happenings within the service and uses this as a guide to understand the type of professional development to implement next. The service also uses feedback directly from the educators. This keeps the service up to date with best practice in early childhood education and care.</p> <p>3. The service has developed and implement policies and procedures that clearly outline the standards of practice in the early childhood education and care service and ensure that all stakeholders are aware of them. These policies and procedures are outlined to educators upon their induction, educators are also a part of the reflection and review of these policies and procedures to ensure their understanding.</p> <p>4. The service performs appraisals with all educators every 6months. This is a time for the coordinator to sit with each educator individually, discuss their current performance, give the coordinator to provide any</p>	<ol style="list-style-type: none"> 1. Service code of conduct Staff induction checklist 2. KPI reflections PD certs Chemello con with childcare experts 3. Child HR screenshot with policies Policy review posts on Tanda and story park Emails to service from Nicole requesting feedback. 4. KPI reflections 5. Emails from management

<p>necessary feedback, ensuring they are adhering to the expected standards of the service and to create future goals for the educators to strive towards.</p> <p>5. The service provides mentoring, supervision and support to staff and carers to ensure that all stakeholders are held accountable for their actions and behaviour. This is directly from the service owner, upper management, service director and Educational Leaders.</p> <p>6. The service has established clear communication strategies to ensure that all stakeholders are aware of the expectations of behaviour and professional practice in the early childhood education and care service.</p>	<p>story park posts from Ed leader</p> <p>6. Tanda posts regarding performance/supervision Staff handbook</p>
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EXCEEDING THEMES		
THEME 3	THEME 2	THEME 1
<p>Our onboarding process for new educators is intricately designed with the wider community, families, and children in mind. While families and community members may not be directly involved in the mechanics of onboarding, their insights and expectations profoundly shape how we prepare our new educators. This collaborative approach ensures that every aspect of our onboarding program is aligned not only with our</p>	<p>We have taken a proactive and thoughtful approach to refining our onboarding process for educators. Recognising the importance of first impressions and early experiences, we conducted a reflection of our initial procedures. This involved distinguishing between essential documents needed from day one and those that could be introduced gradually, ensuring a smoother transition for new team members.</p>	<p>We ensure a smooth onboarding process for our new educators through our innovative use of ChildHR software. This technology streamlines the introduction to our service by digitally delivering all essential documents directly to the educators. Before they even step through our doors on their first day, our new team members are well-versed in our service's policies, including the code of ethics and code of conduct. Each educator acknowledges these documents, and</p>

<p>educational philosophy but also with the values and needs of the community. Our goal is to equip new educators with a deep understanding of how their roles impact both the children and the broader community. By integrating community-driven perspectives into our onboarding process, we ensure that new team members are not just familiar with our policies and practices but are also ready to engage positively and effectively with our families and community stakeholders. This thoughtful alignment helps foster a supportive and harmonious environment where educators feel truly integrated and motivated to contribute to our collective goals. Ultimately, this community-focused onboarding process enhances both the effectiveness of our service and the well-being of the community we cherish.</p>	<p>Guided by feedback from recent hires and thorough assessments, we have implemented significant improvements to our onboarding strategy. Our refined process is now more streamlined and focused, prioritising ease and clarity for our new educators. We've crafted an onboarding experience that is not only more efficient but also deeply considerate of our employees' needs. These enhancements not only facilitate a better start for our educators but also reinforce the overall efficacy of our team. The improved onboarding process underlines our commitment to supporting our staff from the beginning, fostering a positive work environment that benefits both the individual and the organisation as a whole.</p>	<p>complete an online quiz, guaranteeing that they start their journey with us on a solid foundation of understanding our values and expectations. This process not only ensures compliance and clarity but also welcomes new educators into our community with efficiency and ease, setting the stage for a successful and fulfilling employment at our service.</p>
<p>Our educators engage in a vibrant, closed Facebook group designed exclusively for professional collaboration. While this group is not accessible to parents and the broader community, the positive impacts of the discussions and initiatives that arise within it profoundly benefit the families and communities we serve. This approach demonstrates to families that our practices are not just about internal improvements but also about making a tangible, positive impact on the wider community.</p>	<p>Critical reflection is integral to enhancing our childcare practices. While our educators initially share ideas through a company-wide Facebook group, we also recognise the limitations of digital exchanges in fully capturing the nuances of our environments. To address this, we facilitate in-person visits to our facilities, allowing educators to directly experience and discuss room setups, routines, and transitions. These visits promote deeper understanding and lively exchanges of best practices, helping educators refine their approaches and expand their resource banks. This blend of online and face-to-face</p>	<p>we foster a dynamic environment where educators regularly collaborate within our service and with our network of sister services. These opportunities allow our team to share ideas, strategies, and innovations, enhancing room-level and service-wide practices. Regular interaction with peers from different backgrounds broadens their knowledge and skills, particularly in areas of special interest. This collaborative approach not only supports professional development but also enriches the learning environment for our children, keeping our educational practices innovative and inclusive.</p>

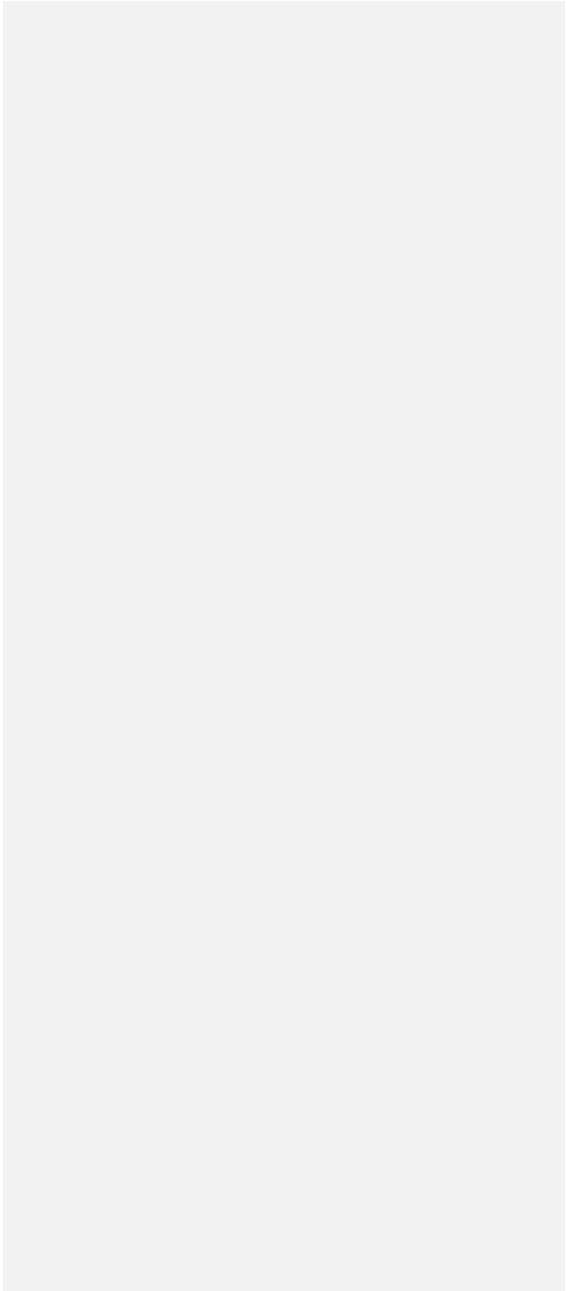
	interactions ensures continuous improvement and innovation in our educational methods.	
<p>Our philosophy of continuous improvement and critical reflection is enriched by meaningful engagement with families and the community. This relationship ensures that our educational practices are not only shaped by our internal insights but are also responsive to the feedback and needs expressed by the families we serve.</p> <p>During our performance reviews, where we assess key performance indicators and educational inputs, we also incorporate feedback gathered from families and community members. This includes their observations about our service, suggestions for enhancements, and their experiences with our educators' interactions with their children. By integrating this external feedback into our reflective processes, we ensure that our practices are aligned with the expectations and values of our community.</p> <p>This approach enables us to create a more inclusive and responsive educational environment. It fosters a sense of partnership and trust between our educators and the families, enhancing the educational experience for the children and ensuring that our service remains a valued part of the community. By continuously engaging with and reflecting upon the feedback from families, we not only uphold but also evolve our commitment to providing a nurturing,</p>	<p>Our philosophy, influenced by the theories of Lev Vygotsky, emphasises continuous improvement and critical reflection as key to high-quality childcare. Our monthly performance reviews are collaborative and reflective, focusing on key performance indicators, educational program inputs, and exemplary actions by educators. This process not only identifies areas for improvement but also actively involves educators in suggesting practical solutions. By critically reflecting on these discussions and recognising the efforts of our team, we foster a culture of professional growth and mutual respect. This approach ensures that our practices are continually refined, enhancing both educator development and the quality of care provided to the children</p>	<p>Our commitment to excellence is reflected in our approach to professional development and recognition. Every 6 months, we conduct detailed performance reviews that serve as a cornerstone of our embedded practices. These reviews are meticulously designed to gather insights across various key performance indicators, including contributions to our educational programs and instances where educators have exceptionally exceeded their responsibilities.</p> <p>During these sessions, we not only assess areas for growth but also actively seek input from educators on how improvements can be implemented. This collaborative aspect of the reviews ensures that solutions are practical and grounded in the day-to-day experiences of our staff. These meetings are a vital opportunity to acknowledge and celebrate the hard work and achievements of our educators. By crediting their contributions and commending their dedication, we foster a culture of appreciation and motivation. This structured reflection and recognition process supports the ongoing enhancement of our educators' skills and knowledge, directly contributing to the enriched learning experiences we provide for the children in our care. Through these practices, we uphold a standard of</p>

dynamic, and high-quality childcare experience.

excellence that benefits our entire community, ensuring our service remains a nurturing and dynamic place for both staff and students.

DATE:	Improvement identified	Progress notes
Click or tap to enter a date.		

QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN



STANDARD 5.1 RELATIONSHIPS BETWEEN EDUCATORS AND CHILDREN

ELEMENT	OUR STRENGTH
5.1.1 Positive educator to child interactions	<p>Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.</p> <p>We strive to create a respectful, cooperative and supportive environment that is filled with positive relationships between staff, parents and children. We will provide a range of meaningful interactions and activities that promote social, emotional, physical and cognitive development. We will ensure that each child's individual needs are met and that they feel secure, confident, respected and included. We will also communicate regularly with parents and keep them informed of their child's progress and development.</p>

EVIDENCE IN PRACTICE	
Example	Evidence
<p>1. Educators use positive language and address children in a respectful manner and show appreciation and understanding for their efforts. Our educators practice active listening with the whole body whenever possible, this refers to making eye contact, turning to face the child and getting down to their level.</p> <p>2. Educators show respect for individual differences. Acknowledging the unique qualities of each child and demonstrate acceptance of their ideas and opinions as</p>	<p>1. Photos of educator interactions with children</p> <p>2. Fortnightly reflection – equality</p>

well as show understanding of the prior knowledge and understanding children bring to care.

3. Educators foster a sense of community by encouraging cooperative activities and problem-solving. Our educators plan whole group and small group experiences that encourage teamwork and collaboration.

4. Educators provide specific positive feedback and support that acknowledges a child's effort and progress. Educators set an example by displaying behaviour in their classroom, both in a physical and verbal manner. They involve themselves in the play-based learning, role modelling play, talking to the children appropriately, join in mealtimes.

5. The service offers ample opportunity for children to develop their sense of agency and autonomy. We give children options and allow them to make decisions to feel empowered and in control of what happens to them in alignment with their rights.

6. The educators have developed personal relationships by spending individual time with each child on a regular basis and engaging in meaningful conversations while developing a secure bond.

3. Small group and whole group experiences on curriculum

4. [Individual observations](#)

5. Routines indicating free play and autonomy

6. [Individual observation](#)
family input/feedback about relationships with children

DATE:	Improvement identified	Progress notes
Click or tap to enter a date.		

ELEMENT	OUR STRENGTH
5.1.2 Dignity and rights of the child	<p>The dignity and rights of every child are maintained.</p> <p>We ensure the dignity and rights of every child are maintained by adhering to all applicable laws and regulations, providing a safe and secure environment, and treating all children with respect, kindness, and compassion. We ensure that all children have access to the necessary resources to meet their physical, emotional, and educational needs. We provide a safe and nurturing environment where children can learn and grow, free from any form of discrimination, abuse, neglect, or exploitation. We strive to provide an environment where children are valued, respected, and supported. We listen to and respond to the voices of children and help them reach their full potential.</p>

EVIDENCE IN PRACTICE	
Example	Evidence
1. The service ensures all staff and educators understand and respect the rights and dignity of each child. Our service displays UN convention of the rights of the child in our staff room/programming room.	<ol style="list-style-type: none"> <li data-bbox="936 1050 1406 1078">1. Pictures of staff room and program room <li data-bbox="936 1209 1326 1238">2. Pictures of learning environments

2. We provide a safe and nurturing environment which enables children to express themselves freely, to feel safe and secure, and to interact positively with others.

3. We have developed and enforced policies and practices which promote respect for diversity and inclusivity between all children and educators as well as promote acceptance within the wider community.

4. Educators provide children with opportunities to play and engage in activities which are meaningful and enjoyable.

5. The service ensure that all staff, educators and students receive appropriate training in child protection, child rights, and cultural competence. All done annually. Directors will receive a reminder when renewal is due and will follow up with individual educators to ensure there is not lapse in certification

6. The service believes in utilising positive reinforcement to channel and guide behaviour and emotional regulation.

9. The service provides ongoing support to staff and educators to ensure they can meet the needs of individual children. This is offered by regular one on one meetings, professional development, in house training by educational leaders, access to mental health service called Life Works which is paid for by the company.

3. [Relationships with children policy](#)
[Behaviour management policy](#)

4. [Photos of learning environments](#)
[weekly curriculum](#)

5. [Staff Induction checklist](#)

6. [Behaviour guidance policy](#)

7. [KPI reflections](#)

EXCEEDING THEMES		
THEME 3	THEME 2	THEME 1
<p>We deeply value the partnership between our service, our families, and the broader community to enrich children's learning and development. From the very beginning of our relationship with each family, we actively encourage open communication and sharing of insights. During the enrolment process, families contribute through detailed 'My Child' sheets, where they can express their child's interests, ideas, and dislikes. These conversations continue during family tours and orientation visits, allowing us to gather rich, personalised information that helps us tailor our care and education approaches even before formal schooling begins. Our collaboration doesn't stop at enrolment. We maintain an ongoing dialogue with our families through the story park app and daily interactions during drop-off and pick-up times. These moments are invaluable, as they give families the opportunity to share updates from home, tell us about weekend adventures, or relay anecdotes that reveal more about the children's evolving interests and experiences. This continuous flow of information from our families enhances our ability to create a learning environment that feels like a true extension of home, fostering a deeper connection and a more responsive educational setting.</p>	<p>Fostering a profound sense of belonging among our children is at the core of our educational philosophy. Our educators are deeply committed to establishing and nurturing respectful and equitable relationships with each child. This commitment is reflected in our continuous reflection on each child's personal likes, dislikes, and developmental milestones, as outlined in the Early Years Learning Framework (EYLF).</p> <p>Our educators actively use these reflections to fine-tune our educational practices, ensuring that our environment not only supports but also enriches each child's individual journey. For example, if we notice a child's growing interest in a particular type of book or a newfound love for a specific activity, we adapt our program to include these elements more prominently. This tailored approach extends beyond the classroom activities to the very resources we obtain and the food we provide, ensuring that every aspect of our service resonates with the children's current needs and preferences.</p> <p>By reflecting upon aligning our educational practices with the children's evolving interests and developmental stages, we create a nurturing environment that not only meets</p>	<p>Our team is deeply committed to fostering a sense of belonging and community for every child in our care. They achieve this through nurturing, guiding relationships built on comforting communication techniques that help each child feel securely connected to our community. Our team goes beyond traditional care by creating a warm and inclusive environment that truly feels like a second home. Each child is recognised individually—lockers bear their names, pictures and art work displayed throughout their rooms, and their birthdays are celebrated with excitement. We invite families to contribute by sharing family photos, which we display proudly, enhancing the children's sense of belonging.</p> <p>Further personalising our care, with parental consent, children's photos adorn our walls, newsletters, and website, celebrating their unique contributions to our vibrant community. By intertwining these practices within our daily routines, we ensure that our children not only thrive in a safe nurturing environment but also develop a profound sense of belonging and identity.</p>

By integrating family and community insights into our curriculum, we ensure that our educational practices not only support but actively celebrate each child's individual journey, making learning more meaningful and engaging for everyone involved.

educational standards but also fosters a warm, inclusive atmosphere where every child knows they belong. This continuous cycle of observation, reflection, and adaptation is crucial in empowering our children to feel confident and connected within our community.

DATE:	Improvement identified	Progress notes
Click or tap to enter a date.		

STANDARD 5.2 RELATIONSHIPS BETWEEN CHILDREN

ELEMENT	OUR STRENGTH
5.2.1 Collaborative learning	<p>Children are supported to collaborate, learn from and help each other.</p> <p>We achieve this by providing a safe, nurturing environment in which children can interact and build relationships. We create opportunities for children to learn from each other and to work together, such as group activities and projects. We encourage children to share their ideas, ask questions and support each other. We also provide guidance and encouragement to help children develop positive social skills and cooperation. Finally, we recognise and celebrate children's successes and accomplishments, to help build a positive sense of community.</p>

EVIDENCE IN PRACTICE	
Example	Evidence
<p>1. Through the educational program and play-based learning, educators encourage children to work together on tasks such as building with blocks, creating art projects, or completing puzzles. Younger children who are not at the level of group work are encouraged to join group play that is side by side such as mat time, music and movement and art and craft experience. This helps children learn to take turns, follow directions, and gain confidence in their own ideas.</p> <p>2. Educators use real time and life examples to model and demonstrate cooperative behaviour. Educators vocalise moments and talk through cooperative</p>	<ol style="list-style-type: none"> <li data-bbox="936 866 1227 898">1. Weekly curriculum plan <li data-bbox="936 1185 1648 1217">2. Photos of educators and children engaging in group discussions

behaviour. Educators work with the children on projects, ask them for help, and share ideas together.

3. Educators encourage children to communicate in their own way and give children the opportunity to talk to each other, ask questions, and share their thoughts. This helps children learn how to interact with others and resolve conflicts peacefully and amicably. Educators guide children through group activities and explain how to work together. Give children step-by-step instructions and provide praise and encouragement when they demonstrate cooperative behaviour.

4. Educators help children practice self-regulation skills by teaching them how to take turns, share resources, and stay on task. Be mindful of how the children are feeling and provide support when needed.

3. Curriculum evaluations where children work together

4. Self-regulation on weekly curriculum

DATE:	Improvement identified	Progress notes
Click or tap to enter a date.		

ELEMENT	OUR STRENGTH
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5.2.2 Self-regulation	<p>Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.</p> <p>We do this by providing a positive, consistent, and nurturing environment that promotes children's development of self-regulation strategies such as self-awareness, self-control, and self-motivation. We provide an environment where children can learn to identify emotions in themselves and others, understand the consequences of their actions, and develop strategies to manage their behaviour. Through role-modelling, positive reinforcement and structure, we help children to understand appropriate behaviour and develop respect for others. We also provide opportunities for children to practice problem-solving, communication, and negotiation skills to help them to resolve conflicts.</p>
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EVIDENCE IN PRACTICE	
Example	Evidence
<p>1. The service has established clear rules and expectations for desired behaviour and ensure that all staff members are aware of and consistently reinforce them. Visual aids such as posters, charts and signs are used to make the expectations obvious to the children.</p> <p>2. We use positive reinforcement to encourage children to make good choices and behave appropriately. Praising them for appropriate behaviour and offering rewards can be effective. Our educators set a good example by modelling appropriate behaviour. Children learn best by example, so it is important to demonstrate the behaviour that you expect from them.</p>	<ol style="list-style-type: none"> 1. Parent handbook Behaviour guidance policy 2. Educational Program evaluations 3. Relationships with children policy

3. Educators monitor the interactions between children, intervening as necessary to prevent conflicts or to help children resolve conflicts that do arise. Children are encouraged to diffuse difficult situations for themselves before asking help.

4. Educators create a safe and nurturing environment where children feel comfortable expressing their emotions can help them learn to regulate their own behaviour and understand that of others.

5. The educational program provides structured yet flexible activities that can help children stay focused and teach them to follow instructions. They teach children about time management, resilience and productivity.

6. Educators give children time to reflect on their own behaviour and the consequences of their actions. This can help them learn how to regulate their behaviour and respond appropriately to situations. The service provides quiet spaces in each room where children can go to reflect and have some time to themselves while they gather their emotions and thoughts to re-enter the play space in their own time.

4. [Pictures of the learning environment](#)

5. [Weekly curriculum plan](#)

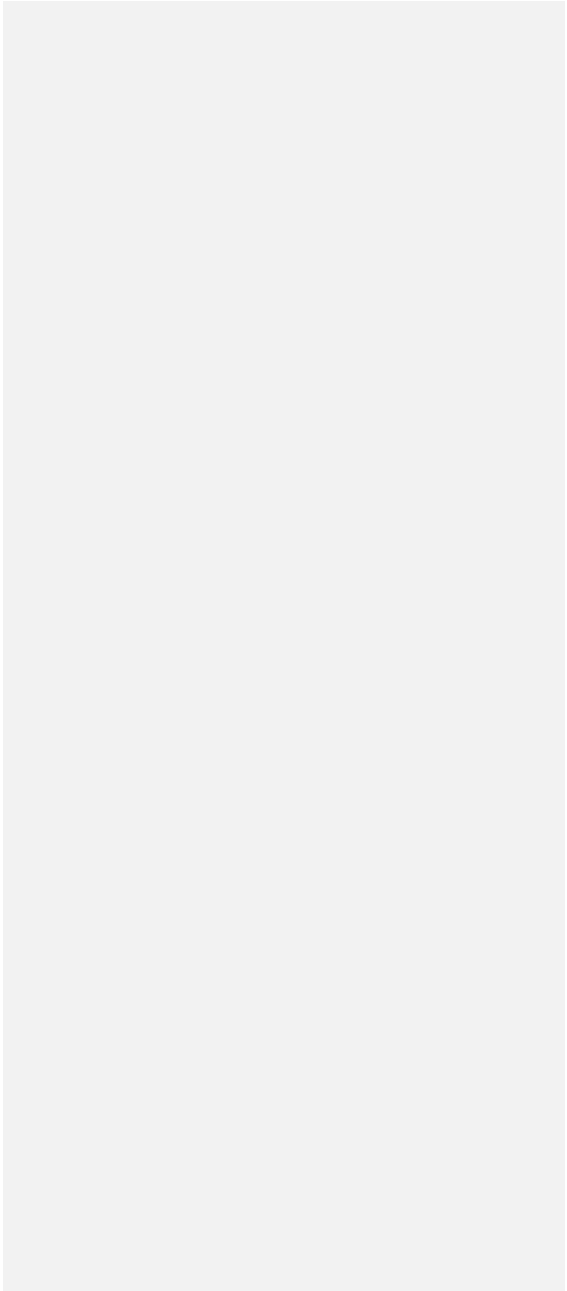
6. [Behaviour guidance policy](#)

EXCEEDING THEMES		
THEME 3	THEME 2	THEME 1
<p>Through meaningful engagement with the community, we've been humbled by the wealth of positive feedback from families regarding the impact of our social events. These gatherings have served as invaluable platforms for families to connect with one another, fostering relationships that extend far beyond the confines of our service. By orchestrating play opportunities for their children both within and outside our premises, we've endeavoured to create spaces where families can forge enduring bonds and share enriching experiences. This symbiotic relationship between our service and the community underscores our commitment to nurturing a supportive and interconnected childcare environment.</p>	<p>As we critically reflect on our childcare practices, we are mindful of fostering meaningful connections among the children in our care. Drawing upon the insights of theorist Howard Gardner, we recognise the value of nurturing children as 'peer mentors,' guiding each other in their learning and skill development journeys. By facilitating regular social gatherings where children and families converge, we intentionally create environments that foster safe and comfortable spaces for children to interact, play, and grow together. This deliberate approach not only strengthens the bonds among peers but also underscores our commitment to cultivating holistic development within our childcare community.</p>	<p>Our service engages our children and families in social events where children have to opportunity to collaborate in play. Families get to know one another, and children build strong bonds with each other.</p>
<p>Through our ongoing engagement with families and the broader community in our childcare program, we've had the privilege of hearing numerous stories about the strong bonds that children forge with their peers at our service.</p>	<p>Through critical reflection within our childcare setting, both educators and the management team engaged in discussions on enhancing the significance of children's birthdays and promoting a culture of celebration</p>	<p>At our service, we cherish the opportunity to celebrate children's birthdays, as it allows them to select friends to partake in the festivities, such as cake decorating and games. This inclusive tradition not only marks a special milestone but also</p>

<p>These connections extend beyond the walls of our facility, blossoming into meaningful relationships that endure outside of our program. Such narratives not only highlight the importance of fostering connections within our childcare community but also underscore the profound impact of meaningful engagement with families and the wider community on children's social development and sense of belonging.</p>	<p>among them. Deliberating on various approaches, it became evident that involving children directly in the festivities, such as participating in games and cake making, would not only make their birthdays special but also cultivate deeper connections among them. This thoughtful decision is anchored in our service philosophy, which places a strong emphasis on fostering a sense of belonging and inclusivity, ensuring that every child feels valued and embraced within our community.</p>	<p>reinforces each child's sense of belonging within our community, fostering connections and shared experiences that strengthen their bonds with peers.</p>
<p>We actively involve families and community in our behaviour guidance plans. Together with educators, families play an integral role in identifying triggers, barriers, and de-escalation techniques, ensuring a collaborative effort in supporting children to develop robust self-regulation skills. This partnership underscores our commitment to creating inclusive environments where families are valued partners in their child's development journey, contributing their insights and expertise to promote positive outcomes for all children in our care.</p>	<p>Through critical reflection within our childcare practice, our educators have undergone professional development focused on fostering relationships with children and implementing positive behaviour guidance strategies. Additionally, with the support of inclusion professionals, they have become increasingly intentional in their interactions and choice of language, both among themselves and with the children. Not only are our educators serving as role models for the children, but they are also exemplifying the "role model" approach for our trainee educators, who follow their lead. Furthermore, our educators engage in ongoing reflection to assess the progression of our behaviour</p>	<p>We take pride in our educators' adept handling of difficult situations with compassion and empathy, guiding behaviour with positive reinforcement. They serve as exemplary role models through their interactions with both team members and children.</p>

	management plans, ensuring consistency between our service and the home environment. They maintain open lines of communication with families to ensure a unified and cohesive approach to behaviour management across settings.	
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DATE:	Improvement identified	Progress notes
Click or tap to enter a date.		



QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES



STANDARD 6.1 SUPPORTIVE RELATIONSHIPS WITH FAMILIES

ELEMENT	OUR STRENGTH
6.1.1 Engagement with the service	<p>Families are supported from enrolment to be involved in the service and contribute to service decisions.</p> <p>We ensure families are supported by providing them with information about our service, offering them opportunities to provide feedback and suggestions, and making sure that our staff are respectful and accommodating of their needs. We also ensure that families are informed of any changes in service policies or procedures and have opportunities to be involved in decision-making. We develop family-friendly policies that reflect their values and beliefs and allow them to have an active role in the running of the service. Staff provide families with the resources they need to be involved, such as access to meetings and committees, and support them in understanding the importance of their involvement. We also provide resources and training to help families understand their rights and responsibilities, and how their participation can help improve the quality of our service.</p>

EVIDENCE IN PRACTICE	
Example	Evidence
<p>1. The service creates a welcoming and inclusive environment for all families reflective of their culture, language and beliefs. The services enrolment form provides an opportunity for families to give information on their family's culture, language and beliefs. At the end of each year, the service puts out a survey to all families asking which calendar events are relevant to their family and create the services calendar of events</p>	<ol style="list-style-type: none"> 1. Pictures of learning environments Parent feedback survey Cultural celebrations

based on this information making this meaningful to the families and the children of the service.

2. Families are invited to participate in service planning, decision making and evaluations. All planning for children's learning is done through story park and families can access all relevant documents to their child and the service and are welcomed to provide feedback or input. The families are invited to reflect and review service policies and procedures and are sent the group of policies. All input and feedback is taken into consideration during the process and policies and procedures are amended where necessary.

3. The service utilises story park and Kidsoft to provide regular communication to families. The service Coordinator, Educational Leader, Educators and relevant stakeholders post updates to families on upcoming events of the service, policy and procedure reviews and changes, general information of updates to the service, any illnesses that may be present in the service, surveys and all other communication that may be relevant to families.

4. The service provides a range of different information on community resources and services that may be relevant at the time. The service conducts surveys to the families on what information or support that they are currently needing to provide workshops or information sessions.

2. story park plans (individual and group)
story park posts about policy reviews

3. story park posts for families about important info
Newsletters

4. story park posts
'JofForm' surveys?

5. The service provides a range of opportunities to connect with each other and establish support networks. Each year the service hosts an end of year celebration where all families are invited to come to the service, get to know one another and relax. The service hosts a number of family days and events throughout the year, including morning tea, afternoon tea, open nights and workshops.

6. Families are provided with information on complaints and feedback processes upon enrolment. This information is always kept on display in the foyer for access.

5. End of year celebration pictures
Special person day pictures
story park posts

6. [Parent handbook](#)
Complaints / feedback poster

DATE:	Improvement identified	Progress notes
Click or tap to enter a date.		

ELEMENT	OUR STRENGTH
6.1.2 Parent views are respected	<p>The expertise, culture, values and beliefs of families are respected, and families share in decision-making about their child's learning and wellbeing.</p> <p>We ensure families are at the centre of decision-making by engaging with them in all aspects of the child's learning and wellbeing. We will seek out the family's expertise, culture, values and beliefs to ensure these are included in decision-making. We will involve the family in the planning and development of the child's learning journey and will ensure all decisions are made collaboratively. We will provide families with the necessary resources, information and support to understand their role in their child's learning and wellbeing. We will create an open and inclusive environment that allows for honest and respectful communication between staff and families. We will ensure families are given the opportunity to express their views and will value their contributions.</p>

EVIDENCE IN PRACTICE	
Example	Evidence
<p>1. The service creates an inclusive and respectful environment that allows families to feel comfortable and supported. This includes providing family walls, reflecting the children within each environment (pictures, artwork).</p> <p>2. Families are welcomed to provide input and feedback into the educational program daily. The educators use family input and incorporate family's language, culture, values and beliefs through information provided upon enrolment, regular communication including verbal and written communication through Story Park, information posted</p>	<p>1. Pictures of environments</p> <p>2. Educational Program Story Park 'Stories' of the day My Child sheets Story Park Posts 'JotForm' surveys School readiness meeting notes / reflections</p>

by families through the family app, surveys and inviting families to one-on-one meetings.

3. Families are invited to all plans on Story Park relevant to their children's learning and development and are welcomed to provide input and feedback on the curriculum.

4. Families are welcomed to share their knowledge, skills and experiences with educators and other families. Families have come to the service to read stories with the children, share their cultures cooking through experiences, gardening,

5. Families are encouraged to voice opinions, feedback and concerns in relation to their child's learning and wellbeing whilst at the service. Educators provide opportunities through providing access to all areas of learning through story Park, provide regular updates on their child's learning and development and invite families to meetings.

6. The services policies and procedures are prepared and created through educator and family input, ensuring they are relevant to the services' families and reflect and respect their cultural beliefs and values.

3. Individual learning plans shared with family.

4. Parent handbook
Story Park posts
My Child sheets.

5. Parent handbook
story Park posts
Individual learning plans on story Park
Parent meeting invitations
[Child notes](#)

6. Parent participation in policy review
Parent handbook

DATE:

Improvement identified

Progress notes

29/04/2024	Informing families of how our curriculum cycle works. Hold a parent information evening on curriculum.	We discussed this with our educational leaders and have put out a JotForm to our families to help guide how we will deliver the information to them
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ELEMENT	OUR STRENGTH
6.1.3 Families are supported	<p>Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.</p> <p>We ensure current information is available to families through various methods such as:</p> <ul style="list-style-type: none"> • Regularly updating our website with up-to-date information about our services, including details of upcoming events and activities. • Hosting workshops and seminars to provide families with the tools and resources they need to support their parenting and family wellbeing. • Offering one-on-one consultations with our team of experts who can offer tailored advice and strategies to families. • Sharing our information through social media networks and email newsletters. • Connecting families with other relevant community services and resources that can provide additional support.

EVIDENCE IN PRACTICE	
Example	Evidence
1. The services website provides a range of information relevant to the families within the service. We provide regular updates on the service, community events,	1. Story Park posts. Community flyers pictures

community services and several resources that supports families in their parenting journey.

2. The service provides ongoing information sessions and workshops to families that is relevant to their current needs. Surveys are put out to families to provide feedback on what workshops they are seeking to ensure what is provided is relevant. The service provides families with training and information sessions happening in the community such as the local parent health centre. The families are then provided with opportunities to provide feedback on these sessions to allow the service to reflect and act for future sessions.

3. The service provides a monthly newsletter to families that includes a range of information relevant to the service. This includes news from the office, news from each room, upcoming events in the service, community resources and other relevant information for families.

4. The service has built and maintained relationships with local organisations including the local Parent Health centre where families are invited to regular information sessions to support their parenting and are provided with resources and services that support their needs.

5. The service welcomes families to request a meeting with the service or educators in relation to their child's learning and development at any time. The service welcomes families in the kindergarten aged rooms mid-

2. story park posts to Families on information sessions

3. Newsletters

4. Emails to community connections
Story Park posts

5. Parent meeting invitations
School readiness program

<p>year to discuss their child's progression in our school-readiness program and goals they have for their child's future learning.</p> <p>6. The service has a Facebook page that they use to showcase happenings within the service and provide families and the community of services and resources available in their local community and where to access.</p> <p>7. The service has a community board; this is updated with relevant services and resources available in the community. Families are welcomed to provide their business details on this community board for other families to access, they are also welcomed to post this on the services Story Park.</p>	<p>6. Facebook page</p> <p>7. Pictures of community board story Park posts</p>
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EXCEEDING THEMES		
THEME 3	THEME 2	THEME 1
<p>Through ongoing dialogue and collaboration with families, we've cultivated an environment where their input is not only welcomed but actively sought after. By inviting families to participate in our daily routines, special events, and celebrations, we create opportunities for them to be actively involved in their children's learning and development journey. Meaningful engagement with families goes beyond mere involvement; it encompasses a</p>	<p>This embedded practice is deeply rooted in critical reflection within our childcare context. Through ongoing reflection on our practices, we've recognised the invaluable role that family engagement plays in enriching the learning experiences of children. By actively encouraging and welcoming family input, we acknowledge that families are essential partners in their children's education and development.</p>	<p>Embedded within our service ethos is the encouragement of ongoing family input. We actively foster family participation not only in our daily routines but also in our special events and celebrations. Past engagements have seen parents reading books during drop-off, leading engaging activities such as healthy living incursions with the Wiggles ambulance, and even bringing in resources like a digger to demonstrate construction vehicles, enriching the children's learning</p>

<p>deep understanding of their perspectives, values, and aspirations for their children. By actively listening to their feedback and insights, we tailor our practices to better meet the needs and preferences of the families we serve.</p> <p>Additionally, this practice reflects our commitment to building strong partnerships with the broader community. For instance, involving parents in activities like leading healthy living incursions or bringing in resources like a digger not only enriches the children's learning experiences but also strengthens our connections with the wider community.</p>	<p>Our reflection has led us to understand that meaningful family participation extends beyond occasional involvement to become an integral aspect of our daily operations. We've identified opportunities for families to contribute to various aspects of our program, including daily routines and special events. This deliberate approach not only strengthens the bonds between families and the childcare community but also enhances the quality of learning experiences for children. Moreover, our openness to diverse forms of family engagement reflects our responsiveness to the unique interests and expertise that families bring to the table. By embracing this collaborative approach, we continuously adapt and refine our practices to better meet the evolving needs of the children and families we serve.</p>	<p>experiences firsthand. This collaborative approach exemplifies our commitment to creating a dynamic and inclusive environment where families are valued partners in shaping their children's educational journey.</p>
<p>The practice of conducting school readiness interviews with parents in our childcare context is shaped by meaningful engagement with families and the broader community. Through ongoing dialogue and collaboration, we recognise the invaluable role that families play in their child's development and education. By actively involving parents in the school readiness process, we honour their expertise and insights into their child's strengths, interests, and areas for growth. This partnership fosters a sense of shared responsibility and mutual respect, ensuring that our approach to school readiness is responsive to the diverse needs of each child and their family.</p>	<p>The practice of conducting school readiness interviews with parents in our childcare context is deeply rooted in critical reflection, drawing inspiration from the insights of Lev Vygotsky. Vygotsky's sociocultural theory emphasises the importance of social interaction and collaboration in children's learning and development. By engaging parents as partners in the school readiness process, we apply Vygotsky's principles of collaborative learning, recognising the unique contributions that parents bring to their child's educational journey. Through ongoing reflection, we continue to refine and adapt our approach, ensuring that it remains responsive to the diverse needs and experiences of individual children.</p>	<p>Our service conducts school readiness interviews with our parents as part of our comprehensive approach to preparing children for the transition to school. These interviews serve as valuable opportunities for open dialogue and collaboration between educators and parents to align on mutual goals and strategies tailored to the individual child's needs.</p> <p>During these interviews, educators engage parents in discussions about various aspects of school readiness, including social, emotional, cognitive, and physical development. By soliciting input from parents, educators gain valuable insights into the child's strengths, interests, and areas for</p>

		<p>growth. This holistic understanding enables us to develop personalised plans that address the specific needs of each child.</p> <p>Through collaborative goal-setting, both educators and parents actively participate in shaping the child's transition to school. Together, they identify key areas of focus and establish actionable steps to support the child's development and readiness for the school environment.</p> <p>These interviews not only provide a platform for sharing information but also foster a sense of partnership and shared responsibility between educators and parents. By involving parents in the process, we acknowledge their expertise as the primary caregivers and advocates for their children.</p>
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DATE:	Improvement identified	Progress notes
Click or tap to enter a date.		

STANDARD 6.2 COLLABORATIVE PARTNERSHIPS

ELEMENT	OUR STRENGTH
6.2.1 Transitions	<p>Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.</p> <p>We accomplish this by establishing a network of communication between the child's current and future educators and parents. Through conversations and meetings, we will ensure that all the stakeholders are aware of the child's strengths and areas of need, plan for a smooth transition, and provide resources and support for the child to make a successful transition. We will also ensure that the child's academic, social, and emotional needs are met throughout the transition.</p>

EVIDENCE IN PRACTICE	
Example	Evidence
<p>1. Families are provided with information on the services communication expectations during a tour and orientation. Families are encouraged to put all communication in writing and outlined which communication tool is appropriate for what. For example, families are encouraged to use the communication tool on story Park to communicate with educators on days their child may not be attending, they are encouraged to email changes to bookings, feedback or complaints to the service.</p> <p>2. The service has clear policies and procedures in relation to transitioning within the service. The service</p>	<ol style="list-style-type: none"> 1. Family handbook Story Park posts Family emails 2. Transition pack Transition policy

has a 'transition pack' that is a guideline for the service to follow and families to understand the process of transitioning and are welcomed to provide feedback or ask questions in relation to their child or the transition process.

3. Within the services transition guide, provides educators and families clear timelines, expectations and documentation that accompanies transitions. The educators use the 'child note' tool on Story Park to document and track each child's transition process. Educators are also encouraged to call families on the day of transitions if their child is especially enjoying their transition and would benefit from a longer play. There are forms that accompany each child on their transition for the next room they are going to that gives the new educators of this room a snapshot of the child, their interests, likes, dislikes, medical information and any other relevant information they may need regarding this child.

4. Educators are offered professional development based on feedback provided during performance reviews and educator goals. This to ensure they are equipped to support and facilitate transitions.

5. Educators use input from families and educators through transition reports, feedback and previous transitions to incorporate a range of play-based and social-emotional learning experiences and experiences

3. Transition pack
Transition policy
Child transition notes

4. Educator goals
KPI reflection forms

5. Child transition notes
Program reflections.
'My Child' sheets
Transition Pack

6. Child transition notes

and activities that child is interested to ensure transitions are meaningful.

6. Educators monitor and evaluate each child during the transition process, depending on the child's response they may take them back to their original room or have a discussion with their parent on longer plays to ensure they are meeting the needs of the child.

DATE:	Improvement identified	Progress notes
Click or tap to enter a date.		

ELEMENT	OUR STRENGTH
6.2.2 Access and participation	<p>Effective partnerships support children's access, inclusion and participation in the program.</p> <p>We strive to ensure that every child has access to our program by actively engaging with our community partners. We work closely with schools, social service agencies, and other local organisations to create a welcoming and inclusive environment for all children. We also provide training and support to our partners to ensure they understand our program and the needs of the children. We seek to build relationships with our partners that foster collaboration, communication, and mutual trust, so that we can identify and address any barriers to access and inclusion. Finally, we ensure that children have meaningful opportunities to participate in our program by providing structured activities and engaging with them to understand their interests and ideas.</p>

EVIDENCE IN PRACTICE	
Example	Evidence
<p>1. We establish a clear and shared vision of the desired outcome of the partnership and ensure that all partners understand the importance of their role in achieving it. This is done upon enrolment with families or upon communication with community contacts.</p> <p>2. The service establishes consistent and respectful communication and relationships with all families, this begins at the tour of the service. The service Coordinator discusses communication tools of the service, and this information is provided in the service handbook to ensure all parties feel heard and respected. The service has a grievance procedure for guidelines for families to support their needs and understanding of processes. They are welcomed to provide feedback and input to these processes.</p> <p>3. Families and community contacts are encouraged with open dialogue and honest feedback to ensure that all parties have an opportunity to express their views and have their needs met.</p> <p>4. We celebrate successes and recognise the contributions of all partners to ensure that everyone feels appreciated and motivated to continue working together.</p>	<ol style="list-style-type: none"> 1. Orientation policy Parent handbook Emails to community establishments (DCP) 2. Orientation policy Parent handbook Grievance policy 3. Community contact emails/feedback 4. Story Park posts sharing successes.

DATE:	Improvement identified	Progress notes
Click or tap to enter a date.		

ELEMENT	OUR STRENGTH
6.2.3 Community engagement	<p>The service builds relationships and engages with its community.</p> <p>We build relationships and engage with our service community by providing support, resources, and opportunities for meaningful connection. We strive to create an inclusive and welcoming environment for everyone, regardless of background or identity. We also foster meaningful relationships by creating events and activities that promote collaboration, education, and socialisation. This includes hosting workshops, meetups, and other virtual and in-person gatherings. Additionally, we actively seek out feedback from our service community in order to best meet their needs and ensure their satisfaction.</p>

EVIDENCE IN PRACTICE	
Example	Evidence
<p>1. The service uses story Park, Newsletters, Email, Parent Portal , Parent nights, 'JotForm's' for feedback and notice boards that has established open communication with the families within our service. This has allowed the service to build relationships with our families and connect with our wider community.</p> <p>2. We have created a welcoming environment for the families and educators within our service. Done through creating a welcoming foyer / entrance to the service</p>	<ol style="list-style-type: none"> 1. Story Park posts to families JotForm's Newsletters 2. Pictures of foyer Pictures of staff room

with calming atmosphere created music and scents. The service offers families a place to rest and a comfortable staff room for educators to relax. The staff room is created as a space to feel calming and a home away from home.

3. As a service, we foster positive culture by establishing clear guidelines and policies from the beginning. Educators are invited to join in a number of 'Team building' experiences through staff meetings and team outings such as lunches or bowling. Families and educators are provided with opportunities to collaborate on projects for the service, encouraging positive behaviour and communication among staff, and celebrating successes and achievements of the service.

4. Embracing diversity in the service is essential for building relationships and engaging with the community. This could include offering programs and activities that celebrate different cultures and backgrounds, and creating inclusive policies and practices that are welcoming to all families and educators.

5. We offer professional development opportunities for educators based on their feedback. Through performance reviews, educators are asked to provide what areas they would like to improve on or trends they are noticing in their environment they would like support

3. Team building pictures
Team building posts / Flyers

4. Cultural celebrations photos and curriculum

5. Educator goals
KPI reflection forms

6. Story Park posts on events
Events calendar

with. This allows us to provide relevant professional development to our team.

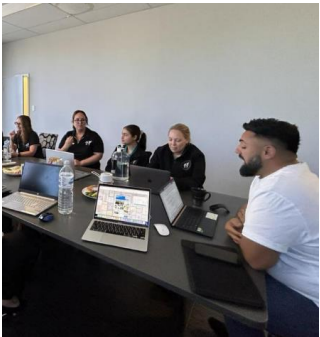
6. We host several community events throughout the year. Rather than choosing a number of charities and events throughout the year, we ask feedback from our educators and families for input on causes that are important and relevant to them.

EXCEEDING THEMES		
THEME 3	THEME 2	THEME 1
Our commitment to fundraising and community involvement is shaped by meaningful engagement with families and the broader community. Through ongoing dialogue and collaboration, we involve families in planning and executing fundraisers, fostering a sense of ownership and shared responsibility. By aligning our efforts with community priorities, we ensure relevance and effectiveness, strengthening connections and demonstrating collective impact for meaningful community initiatives.	This commitment to fundraising and community involvement sets a positive example for the children. Through our actions, we demonstrate the values of empathy, compassion, and social responsibility. By actively engaging in fundraisers to support local initiatives, we show children the importance of giving back to their community and making a positive difference in the lives of others. This hands-on experience not only fosters a sense of altruism but also empowers children to become active participants in shaping a better world.	Our service has participated in various fundraising events to aid local and broader community projects. Through these endeavours, we instil in children the value of community, while also fostering awareness and understanding of specific illnesses, causes, and charities.
By involving families in the transition process and seeking their input on our educational program, we honour their expertise and	This engagement with the local school and other industry professionals reflects critical reflection in childcare, aligning with the	We've cultivated a robust connection with the local school, engaging in ongoing communication to coordinate visits and

<p>perspectives. Additionally, our collaboration with the local school demonstrates our commitment to building strong partnerships within the community. Through ongoing communication and coordination of visits, we ensure that families are actively involved in shaping the educational experiences of their children. This collaborative approach fosters a sense of shared ownership and collective responsibility for the children's learning and development, strengthening our connections with families and the wider community.</p>	<p>principles of the Early Years Learning Framework (EYLF). Through ongoing dialogue and collaboration, we continuously evaluate and refine our practices to ensure they align with the best interests of the children in our care. By seeking input from the local school and industry professionals, we draw upon a diverse range of perspectives and expertise to inform our educational program. This reflective approach allows us to adapt and improve our practices, ultimately enhancing the outcomes for children as outlined in the EYLF.</p>	<p>ensure smooth transitions for our children moving on to kindergarten next year. Additionally, we seek input on our educational program from other industry professionals through this collaboration.</p>
<p>This collaborative practice of maintaining a closed Facebook group exclusively for educators is shaped by meaningful engagement within our childcare community. By fostering open communication and collaboration among educators through this private platform, we create a space dedicated to professional growth and development. While the group is limited to educators, the insights and ideas shared within it ultimately benefit the entire childcare community, including families and children. This inclusive approach strengthens our collective expertise and enhances the quality of care and education we provide.</p>	<p>This collaborative practice of maintaining a shared Facebook group among educators is grounded in critical reflection, incorporating insights from influential theorists such as Jean Piaget. Piaget's constructivist theory underscores the importance of interaction and collaboration in the learning process. By utilising this platform for exchanging ideas and engaging in discussions, we apply Piaget's principles to enhance our professional development and enrich the learning experiences we provide for children.</p>	<p>Our service is part of a network comprising nine education and care facilities, including Outside School Hours Care (OSHC) services. Our educators maintain a shared Facebook group to collaborate, exchange ideas for experiences, events, and environments, and celebrate the achievements of our individual services with others. Additionally, this platform serves as a space for engaging in lively discussions and meaningful conversations.</p>

DATE:	Improvement identified	Progress notes
<p>Click or tap to enter a date.</p>		

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP



 **Childcare Experts**
August 25, 2022

In learning, you will teach, and in teaching, you will learn.
The team at Coolamon School of Early Learning attended a Leadership workshop
Childcare Experts.
To book your next workshop visit www.childcareexperts.com.au See more



STANDARD 7.1 GOVERNANCE

ELEMENT	OUR STRENGTH
7.1.1 Service philosophy and purpose	<p>A statement of philosophy guides all aspects of the service's operations.</p> <p>We ensure that our statement of philosophy informs our decisions and guides our operations. Our statement of philosophy outlines the values, principles and standards that we strive to uphold in all aspects of our service. It is our commitment to ensure that our service reflects, upholds and promotes our statement of philosophy with all stakeholders, including staff, volunteers, members, partners, and the communities we serve.</p>

EVIDENCE IN PRACTICE	
Example	Evidence
<p>1. Our service has developed a clear and concise statement of philosophy that truly reflects the children, families, educators, beliefs and current practices within the service.</p> <p>2. The statement of philosophy is referenced in many of our communications and trainings related to early childhood education and care. This includes materials used to educate staff, parents and other stakeholders. It is also reflected on by all educators each fortnight during the rooms program reflections.</p>	<ol style="list-style-type: none"> <li data-bbox="936 922 1093 954">1. Philosophy <li data-bbox="936 1056 1205 1114">2. Philosophy Fortnightly reflections

<p>3. Our service adheres to the Early Childhood Australia's code of ethics and has it displayed in the staff room for all educators to reference</p> <p>4. The philosophy is displayed in the foyer of the service for all families, visitors and community to see.</p> <p>5. The service reviews the philosophy on an annual basis or as and when the need arises. This process is undertaken collaboratively by the educators and the management team. The children's ideas are noted and referenced, and the document draft is shared with families for their input before a final draft is issued.</p> <p>6. The service provides ongoing staff training and support to ensure that the philosophy is being upheld and that staff have the necessary knowledge and skills to deliver quality early childhood education and care.</p>	<p>3. Early Childhood Australia Code of Ethics in staffroom</p> <p>4. Philosophy on display in foyer</p> <p>5. Philosophy for review families and staff</p> <p>6. Staff meeting trainings</p>
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DATE:	Improvement identified	Progress notes
Click or tap to enter a date.		

ELEMENT	OUR STRENGTH
7.1.2 Management systems	<p>Systems are in place to manage risk and enable the effective management and operation of a quality service.</p> <p>Our systems are designed to ensure that all areas of risk associated with our services are identified, monitored and managed in accordance with best practice. We use a combination of tools and processes to manage risk, including risk assessments, risk management policies, procedures, and internal and external audits. Our systems are designed to ensure that any issues that arise are identified and addressed promptly to ensure the highest quality of service. We also have procedures in place to ensure that the quality of our services is regularly monitored and assessed. We also ensure that our staff are trained in risk management concepts and that they understand how to identify, assess and manage risk. Our staff are also trained in the use of our systems and processes and are regularly updated on any changes or updates that may be required. We also ensure that our systems and processes are regularly reviewed and updated to ensure they are up-to-date and in line with current best practice. This helps to ensure that we are always providing the best service possible and that our children families and educators can trust in the quality of our services.</p>

EVIDENCE IN PRACTICE	
Example	Evidence
<p>1. Our service establishes quality standards that all early childhood programs must meet when providing care to children. These standards include health and safety requirements, staff qualifications, curriculum frameworks, and other areas that affect the quality of care.</p> <p>2. Our staff are trained and rehearse high risk situations to ensure they can meet the needs of the children and staff in effective and efficient manner. Drills are conducted every 2 months with varying plausible</p>	<p>1. Health and Safety Handbook Staff Handbook Job descriptions Curriculum planning guide Staff Qualifications screenshot HR</p> <p>2. Emergency Evacuation drill write up Medical Emergency drill write up Lock down drill write up Emergency management policy</p>

scenarios to ensure that all educators are versed with the appropriate actions to be taken in any situation

3. educational leader monitors the quality and production of the educational program for each room/age group. Regular weekly checks are conducted and a more comprehensive review at the conclusion of each term.

4. The service provide adequate resources to ensure that quality service and risk management practices are being carried out effectively. These resources may include training materials, additional staff, professional development and updated technology.

3. Educational Leader checks
Educational Leader communication from story Park

4. Induction checklist
Health and Safety Handbook
Staff meeting minutes
Professional development minutes / handouts

DATE:	Improvement identified	Progress notes
Click or tap to enter a date.		

ELEMENT	OUR STRENGTH
7.1.3 Roles and responsibilities	<p>Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.</p> <p>We actively promote an open culture of communication and collaboration, and ensure staff are supported and empowered to fulfil their roles and responsibilities. We provide training and development opportunities to ensure staff have the skills and knowledge necessary to carry out their roles and responsibilities.</p> <p>We ensure everyone involved in the delivery of the service understands their roles and responsibilities and regularly review these to ensure they are up to date with changing circumstances. We ensure any changes to roles and responsibilities are communicated to all staff involved in the service, and that everyone understands the implications of the changes.</p> <p>We also ensure that decision-making processes are clearly defined and communicated to all stakeholders. We ensure clear documentation of decisions and their outcomes, and that everyone involved in the service is aware of them. We ensure everyone involved in the service is aware of the processes used to make decisions and that they are consulted when appropriate.</p>

EVIDENCE IN PRACTICE	
Example	Evidence
<p>1. Clear expectations are set for roles and duties at a service and room level to ensure that everyone is aware of their responsibilities. The service has a roles/duties chart indicating the different duties taken on by educators whereby they take responsibility of a given area such as sustainability, fundraising etc and they report to the group as a liaison or point person. Within</p>	<p>1. Job descriptions, cert 3, diploma Jobs / Duties chart Room routines Induction process</p>

the rooms the educators work in cobordance with a room routine which has been established collaboratively to ensure that all duties are being completed in a timely manner and that the tasks are being equally shared amongst al educators in the room.

2. The service communicate expectations clearly to staff and ensure that everyone understands their role in the service. We use a variety of methods such as team meetings or memos to ensure that everyone is aware of their roles and responsibilities.

3. Educators and management set measurable goals for each role and ensure that everyone is aware of their objectives and the expectations for performance. All staff are offered feedback in the form of verbal communications and meetings as per their request. They are also invited to a biannual performance review where we discuss the progress towards goals, outline strengths and some possible areas for improvement. Their ongoing performance is also recorded monthly and informs the context for the performance review.

4. The service has established a fair process of monitoring and managing instances where educators' practices do not align with the service policies, practices and philosophy. These processes vary from engaging in informal conversations to written warnings, dependent on the severity of the transgression.

2. Weekly rap on TANDA
Job descriptions
Staff Handbook
Story park memos in educators space

3. KPI / appraisal documents and goals

4. Performance reviews
Written warning evidence
Formal conversations
Probation evidence

5. Tanda memos
story Park memos
Educators space on Facebook

<p>5. We have created a culture of collaboration and open communication between all staff. Team members are encouraged to discuss ideas and opinions and support each other in decision-making. This communication includes networking with our sister services on our Facebook group.</p> <p>6. Training is provided for educators who are displaying shortfall with any practice or understanding. Meetings or training in house are set up with the relevant mentors or external sources are occasionally called upon to deliver a thorough education session on the topic in question.</p>	<p>6. Meeting minutes Professional development minutes / reflections</p>
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DATE:	Improvement identified	Progress notes
Click or tap to enter a date.		

EXCEEDING THEMES		
THEME 3	THEME 2	THEME 1
<p>This philosophy review process not only engages families and the broader community but also positions us as active participants within our childcare community. By inviting input from various stakeholders, including families, educators, management,</p>	<p>This philosophy review process embodies critical reflection in childcare, rooted in the principles of the UN Convention on the Rights of the Child (UNCRC). By involving children, families, educators, and management, we honour children's rights to participation, expression, and inclusion in decisions affecting them. This inclusive approach</p>	<p>Our philosophy review process is thorough, involving input from educators, management, families, and the children. We believe that since our services primarily cater to the children, they should also have a voice in the review process. For the children, this might involve creating drawings of our environment, engaging in discussions about</p>

<p>and children, we foster a collaborative environment where everyone's voice is valued. This active participation ensures that our philosophy reflects the diverse perspectives and priorities of our community members. Moreover, by encouraging ongoing dialogue and interaction, we strengthen our connections with families and the wider community, promoting a sense of ownership and shared responsibility for the values and practices of our childcare service.</p>	<p>fosters transparency, accountability, and empowerment within our childcare community. Through ongoing reflection, we continually evaluate and adapt our practices to uphold the rights and well-being of every child in our care, promoting a culture of respect, collaboration, and shared ownership.</p>	<p>how they prefer to be treated, and expressing their interests in learning. Families are encouraged to provide input via story Park and in person by following prompts in the foyer during the review period, as well as at any time throughout the year. Additionally, a concise summary of our philosophy is included in the handbook itself, with instructions on locating the complete version.</p>
<p>This practice of conducting internal compliance checks and self-assessments within our services is shaped by meaningful engagement with families and the community. By involving families and community members in our assessment process, we foster transparency, trust, and collaboration. Families may provide valuable insights into their experiences and expectations, helping us tailor our assessments to better meet their needs. Additionally, community input ensures that our assessments are relevant and responsive to the broader context in which we operate. By actively seeking input and feedback, we demonstrate a commitment to shared decision-making and continuous improvement, ultimately enhancing the quality of care and services we provide to children and families.</p>	<p>This practice of conducting internal compliance checks and self-assessments within our services reflects critical reflection in childcare. By engaging in regular assessments, we demonstrate a commitment to evaluating and improving our practices over time. The use of a template created by the management team indicates a thoughtful approach to standardising the assessment process, allowing for consistency and comparability across evaluations. Moreover, the guidance from the latest information in the Infocus ECRU bulletins ensures that our assessments are informed by current best practices and regulatory standards, facilitating ongoing learning and adaptation. Through this process, we continuously reflect on our performance, identify areas for growth, and strive for continuous improvement in the quality of care and education we provide to children.</p>	<p>We conduct internal compliance checks and self-assessments within our services every few months. These checks are conducted on a template which has been created by the management team and are guided by the latest information outlined in the Infocus ECRU bulletins.</p>
<p>This development of a director's diary is shaped by meaningful engagement with families and communities within our childcare</p>	<p>This development and implementation of a director's diary demonstrate critical reflection in childcare, particularly concerning adherence to childcare regulations. By</p>	<p>Our service has created and put into operation a director's diary, serving as a comprehensive guide for managing daily administrative and service management</p>

setting. By incorporating prompts for various administrative tasks, such as safety checks and communication with families, we demonstrate responsiveness to the needs and expectations of those we serve. The diary serves as a tool for transparent communication and collaboration, allowing families to be informed and involved in the daily operations of the childcare service. This engagement strengthens our partnerships with families and communities, fostering a sense of trust, involvement, and shared responsibility in providing high-quality childcare services.

creating a structured system for managing day-to-day administrative tasks, we engage in ongoing evaluation and improvement of our practices. Regularly reviewing and updating the diary allows us to ensure that it aligns with current childcare regulations and best practices. Moreover, by including prompts for safety checks and emergency drills at specified intervals, we demonstrate a proactive approach to compliance and risk management. These prompts reflect a thoughtful consideration of regulatory requirements and the importance of maintaining a safe and secure environment for children. Through this process of critical reflection, we continuously assess our practices in light of childcare regulations, identifying areas for improvement and taking proactive measures to meet and exceed compliance standards. The director's diary serves as a tangible tool for implementing these reflections into daily practice, thereby promoting a culture of accountability and continuous improvement within our childcare service.

tasks. This includes daily reminders for safety checks, weekly prompts for sending statements or conducting drills for emergency preparedness (such as evacuation, lockdown, and medical emergencies), strategically scheduled every two months. The diary functions as a routine tool to uphold compliance standards and support directors in their responsibilities. In addition to this we have a calendar for important dates, non-contact log, and even positive affirmations.

STANDARD 7.2: LEADERSHIP

ELEMENT	OUR STRENGTH
7.2.1 Continuous improvement	<p>There is an effective self-assessment and quality improvement process in place.</p> <p>The self-assessment and quality improvement process we use strives to ensure that the organisation is complying with all applicable standards and regulations. In order to do this, We uses a comprehensive quality management system that includes:</p> <ol style="list-style-type: none">1. Quality Management Plans: We develops quality management plans to ensure that its processes are effective and efficient. These plans include processes for assessing the quality of the organisation's work and for implementing improvements.2. Quality Assurance: We ensures that quality assurance processes are in place to ensure that all processes are meeting the organisation's requirements. This includes analysing processes to identify any areas of improvement and implementing corrective actions to address any issues that arise.3. Quality Audits: We conducts regular quality audits to ensure that the organisation is meeting its standards and regulations. During these audits, the organisation evaluates its processes and assesses the effectiveness of its quality management system.4. Continuous Improvement: We strives to continually improve its processes and quality management system. This includes implementing process improvements, updating quality management plans, and assessing the effectiveness of the organisation's quality system.5. Performance Measurement: We measures the performance of its processes to identify areas of improvement. This includes tracking performance metrics, analysing process performance data, and developing processes to improve performance. <p>By utilising these tools, we can effectively assess its processes and ensure that its quality system is in compliance with applicable standards and regulations.</p>

EVIDENCE IN PRACTICE	
Example	Evidence
<p>1. We have a team of stakeholders, including parents, staff, and community representatives, to lead the self-assessment and quality improvement process.</p> <p>2. The service completes self-assessment in the form of QIP, surveys, audits, compliance checks, program checks and maintenance checks.</p> <p>3. We collect the data that's gathered and organise the information in a way which represents a clear depiction of our service operations The information is then analysed and broken down to identify the components that are well maintained and embedded and those that require further support or attention. The plan is put into place and the service provides resources and support to staff and families as and when needed. Progress is monitored and measured against expected outcomes. Reinforcements are implemented to reach a goal if the issue is time sensitive.</p> <p>4. We celebrate successes along the way and recognise the contributions of all stakeholders in the process.</p>	<ol style="list-style-type: none"> 1. QIP meeting minutes Program reflections with QIP input story Park memos to families/jot forms 2. Compliance checks from Coordinators diary Survey's - Internal census, Educational Leader checks Kitchen audits 3. Compliance checks from Coordinators diary Survey's - Internal census, Educational Leader checks Kitchen audits 4. Story park posts to families on updates TANDA posts to staff

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ELEMENT	OUR STRENGTH
7.2.2 Educational leadership	<p>The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.</p> <p>We ensure our educational leader is supported by providing them with the necessary resources, such as a team of qualified educators, adequate budget and the necessary technology to be successful. We also provide them with professional development opportunities to ensure they have the knowledge and skills to effectively lead the development and implementation of the educational program and assessment and planning cycle. Additionally, we provide mentorship and guidance to the educational leader to help them remain focused on their goals, and to help them navigate any potential challenges that may arise. Finally, we ensure that our educational leader is given the respect and recognition they deserve for the important role they play in providing a high-quality education for our educators, children and families.</p>

EVIDENCE IN PRACTICE	
Example	Evidence
1. Develop a comprehensive plan with clear objectives and measurable outcomes to guide the implementation of the educational program and assessment and planning cycle.	1. Educational Leader notes Educational Leader how to videos for curriculum planning Curriculum planning guide Induction checklist

2. Foster collaboration with stakeholders and external partners to ensure that all voices are heard and respected in the planning, implementation, and evaluation of the program.

3. Provide professional development opportunities to ensure that early childhood educators have the skills and knowledge necessary to effectively deliver the program.

4. Establish a system of monitoring and evaluation to ensure that the program is being implemented effectively and efficiently. Program checks are completed each week for the week prior and a more detailed check is completed at the end of the term.

5. Create a culture of continuous improvement by regularly evaluating the program and adjusting as needed. The service engages in collaborative discussions with other services within the company and explore the efficacy of our current educational program and possible ways to improve it.

6. All changes that are considered are discussed amongst all individuals involved and are shared with educators in the educator's space, which is located on our online documentation platform, story park. Changes

2. story Park memos to families
My child sheets in enrolment
Parent handbook
Curriculum share on Story Park

3. educational leader talks and training

4. Program checks performed by Educational Leaders
Communication from Educational Leader on Story Park to educators

5. Educational Leader diary
Educational Leader reflections
Meeting Minutes
Educational Leader Newsletter

6. Meeting Minutes
Educational Leader posts from Story park
Educational Leader conversations from Story park
Educational Leader Newsletter

7. Roster indicating access to ed leader
staff meeting minutes discussing curriculum

will also be shared in the educational leader's newsletter posted each quarter.

7. The service boasts a supportive environment for educators to ensure that their voices are heard and respected. The educational leader is open to all ideas and questions posed by anyone who should show interest. An open-door policy is always in operation.

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ELEMENT	OUR STRENGTH
7.2.3 Development of professionals	<p>Educators, co-ordinators and staff members' performance is regularly evaluated, and individual plans are in place to support learning and development.</p> <p>We ensure that educators, co-ordinators and staff members are regularly evaluated through performance reviews and feedback sessions. We also have individual learning and development plans in place to ensure that everyone can reach their maximum potential and contribute to the success of the organisation. These plans include professional development opportunities, mentoring, and coaching programmes. We are committed to providing the necessary resources and support to ensure that our staff can reach their goals.</p>

EVIDENCE IN PRACTICE	
Example	Evidence
<p>1. The service has developed and established a performance appraisal system that is well understood by management and staff who undertake the process. Routine performance appraisals are conducted bi-annually for all staff inclusive of the management team.</p> <p>2. Educators complete an “educator goals” are demonstrated on the educator’s staff appraisal form. They are asked to determine a short term and long-term goal which educational leaders and management use to determine professional development.</p> <p>3. The service has developed a professional learning and support community with the other services within in the community. We use a closed Facebook group to share ideas, network, engage in reflective discussions and share our triumphs with the group. The educational leader will share important information and research as well as send reminders for upcoming events and important days.</p>	<ol style="list-style-type: none"> 1. Performance review from Child HR KPI reflection forms 2. KPI appraisal form 3. Educational Leader conversation and posts from Story Park and Facebook group

EXCEEDING THEMES		
THEME 3	THEME 2	THEME 1
<p>This practice of educational leaders meeting regularly and maintaining a Facebook Messenger group is shaped by meaningful engagement with families and the community within our childcare setting. By exchanging ideas and strategies, educational leaders ensure that the needs and interests of families are understood and addressed effectively. Through ongoing communication and collaboration, they foster a sense of partnership and shared responsibility in providing quality education and support for children. Additionally, by providing input on the educational leader's newsletter, they contribute to transparent communication with families, keeping them informed and involved in the childcare community.</p>	<p>Our educational leaders from all our services meet a few times a year to discuss and share ideas about how we each play our roles in our services. They share strategies for supporting educators and resources for families. In addition to this, they have a Facebook messenger group chat where they share and discuss more regularly, including provide input to management regarding the educational leader's newsletter.</p>	<p>Our educational leader dedicates one day per week away from direct classroom responsibilities to engage in comprehensive observations, curriculum review, research endeavours, and the procurement of valuable resources. This investment is geared towards enhancing the educational experience of our children. Through these efforts, our educational leader ensures that educators and families receive informed guidance and support, aimed at achieving the best possible outcomes for the children under our care.</p>
<p>This provision of a full-time practice manager, focused on supporting day-to-day operations and administrative duties, is shaped by meaningful engagement with the community and families within our childcare setting. By recognising the importance of effective communication and collaboration with families and the broader community, we have designated resources to ensure that administrative tasks are efficiently managed,</p>	<p>This allocation of a full-time practice manager, who operates off the floor to support daily operations, reflects critical reflection in childcare. Through ongoing assessment and adaptation of our staffing structure, we acknowledge the need for dedicated administrative support to ensure the smooth functioning of the service. By having a designated individual to manage administrative tasks and provide floor</p>	<p>Our service has a practice manager that work full time off the floor that supports the services day to day running's, aids the director in administrative duties and covers the floor as an when necessary.</p>

<p>allowing educators to dedicate more time to engaging with children and families.</p> <p>Moreover, by having a practice manager available to step in on the floor when necessary, we demonstrate our commitment to providing continuity of care and support for children and families. This engagement ensures that families feel supported and informed about the operations of the childcare service, fostering a sense of trust and partnership.</p> <p>Additionally, by actively seeking feedback and input from families and the community, we continually evaluate and adapt our staffing structure to better meet their needs. This collaborative approach ensures that our resources are allocated in a way that maximises their impact and enhances the overall experience for children and families in our care.</p>	<p>coverage when required, we demonstrate a proactive approach to addressing operational needs and enhancing efficiency. This reflection allows us to continually refine our staffing arrangements to better meet the evolving needs of our childcare environment, ultimately supporting the delivery of high-quality care and education for children.</p>	
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