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Quality Improvement Plan

2019 National Quality Standard

Updated January 2019

**The National Quality Standard and Quality Improvement**

The National Quality Standard is the standard against which providers self-assess the performance of their service/s in delivering quality education and care, and plan future improvements to their service/s. One result of this process is a Quality Improvement Plan.

The Education and Care Services National Regulations 2017 (the National Regulations) require approved providers to prepare a Quality Improvement Plan (r55) for each service that:

* includes an assessment by the provider of the quality of the practices of the service against the National Quality Standard

and the National Regulations; and

* identifies any areas that the provider considers may require improvement; and
* contains a statement of philosophy of the service.

The National Regulations do not prescribe a format for a Quality Improvement Plan. The purpose of this template is to offer a format that supports approved providers to meet their obligations under the National Regulations.

Approved providers also have an obligation (r56) to review and revise the Quality Improvement Plan at least annually, having regard to the National Quality Standard.

A Quality Improvement Plan must be reviewed and/or submitted to the Regulatory Authority on request.

**Service details**

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| **Service name**  | **Service approval number**  |
| Keithcot King’s OSHC | SE-00011153 |
| **Primary contacts at service** |
| **Jonathon Measday** |  |
| **Physical location of service**  | **Physical location contact details**  |
| Street | **5 Keithcot Farm Drive**  | Telephone | **8289 2649** |
| Suburb | **Wynn Vale** | Mobile | **0401 121 583** |
| State/territory | **SA** | Fax | **8289 1554** |
| Postcode | **5127** | Email | **oshc.keithcot2@schools.sa.edu.au** |
| **Approved Provider**  | **Nominated Supervisor**  |
| Primary contact  | **Keithcot Farm Primary School Council Inc.** | Name | **Jonathon Measday** |
| Telephone | **8289 1133** | Telephone | **N/A** |
| Mobile | **N/A** | Mobile | **0422 066 625** |
| Fax | **8289 1554** | Fax | **N/A** |
| Email | **dl.1847\_info@schools.sa.edu.au** | Email | **Oshc.keithcot2@schools.sa.edu.au** |
| **Postal address (if different to physical location of service)** |
| Street |  | State/territory |  |
| Suburb |  | Postcode |  |

**Operating hours**

For each day of the week this service is open, indicate the times of the day when education and care is provided. For centre-based services, this does not include non-contact hours for staff.

Describe the scheduled opening and closing times using 24 hour clock (e.g. 07:30 to 18:00) rather than ‘AM’ and ‘PM’.

Round times to the nearest quarter of an hour.

If the service is open for two sessions per day, please indicate the opening and closing times for both sessions.

Family day care services or multi-site services should list the operating hours of the service office.

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|   | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **Saturday** | **Sunday** |
| **Opening time** | 07:00TO09:00 | 07:00TO09:00 | 07:00TO09:00 | 07:00TO09:00 | 07:00TO09:00 | X | X |
| **Closing time** | 15:00TO18:00 | 15:00TO18:00 | 15:00TO18:00 | 15:00TO18:00 | 15:00TO18:00 | X | X |

**Additional information about your service**

The following information will assist the Regulatory Authority to plan the assessment visit.

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| Provide additional information about your service—parking, school holiday dates, pupil-free days, etc. Keithcot King’s OSHC operates to serve the families of Keithcot Farm Primary School and King’s Baptist Grammar School. We have a capacity of 170 students and have reached that capacity several times this year. For parking you are encouraged to park in the King’s Baptist carpark off of Keithcot Farm drive and park at the opposite end from the entrance. From there you will see a large staircase to the south. If you walk up the staircase and turn left you will get to the Keithcot Farm admin building to sign in. Please call on 0401 121 583 if you get lost. |
| How are the children grouped at your service? The OSHC is split into two separate but close locations for ASC with our Juniors OSHC program (and BSC and VAC) located in the Keithcot Farm arts centre building. The Seniors OSHC is located approximately 50metres away in a transportable building on King’s Baptist land.At OSHC children are free to move between spaces within the seniors or juniors areas however any movement between spaces is communicated by staff. |
| Write the name and position of person(s) responsible for submitting this Quality Improvement Plan (e.g. Cheryl Smith, Nominated Supervisor)Jonathon Measday (Director) and Nominated Supervisor |
| For family day care services, indicate the number of educators currently registered in the service and attach a list of the educators and their addresses.No. of educators:\_\_\_\_\_\_\_\_\_ |

**Service statement of philosophy**

Please insert your service’s statement of philosophy here.

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| **Keithcot King’s OSHC Philosophy Statement**Keithcot King’s OSHC is a service dedicated to providing local families with quality care which is accessible and supportive. We aim to provide a fun, nurturing, stimulating and educational environment in which children’s leisure time is supported through fun, flexible programs that meet their needs. The Keithcot King’s Out of School Hours Care Service is a child-focused service where:* Children, families and educators are treated as equal and valued individuals creating a sense of belonging. The service will demonstrate this by:
	+ Plan for all children based on information gathered from child feedback, families and observations.
	+ All educators have opportunities to plan and program for a variety of different activities.
	+ Educators, children and family’s individual skills and abilities are encouraged and supported by the service.
* The value of play is paramount and children have opportunities for challenge and ongoing learning:
	+ Educators will develop programs around the needs and developmental stages of the children in care.
	+ Children can make suggestions to assist the program from their own interests and abilities.
	+ Children will be provided with a diverse range of activities including, but not limited to, crafts, board games, sports, electronic media and practical life skills.
* Children are encouraged to develop to their full potential within a safe, caring and supportive environment that recognises the importance of families for children. This is supported by the service though:
	+ Educators will provide a safe and nurturing environment through OHSW procedures.
	+ Educators will create an aesthetically pleasing environment where children’s art work is celebrated.
	+ Families will be encouraged and welcomed to participate in the service by staff on arrival and through surveys.
* Through a positive approach, children’s behaviour is guided to build their confidence and self-esteem. This is supported by:
	+ Children’s feelings are respected and acknowledged and they are encouraged to self-regulate their emotions.
	+ Educators will approach behaviour in a supportive manner being discrete in refocusing children’s behaviour.
	+ Information will be available to families on their children’s participation throughout the day.
* The service aims to reflect the local community by encouraging participation and discussion about all issues relevant to the running of the service.
	+ Giving children and families a voice through OSHC Committee and child feedback times.
	+ The Governing Council (operating body) will be readily involved in all aspects of the service.
	+ The service will encourage children to support causes in the community through charitable events.
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## **Quality Area 1: Educational program and practice**

## This quality area of the National Quality Standard focuses on ensuring that the educational program and practice is **stimulating and engaging and enhances children’s learning and development**. In school age care services, the program **nurtures the development of life skills and complements children’s experiences, opportunities and relationships at school, at home and in the community**.

Quality Area 1: Standards and elements

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| **Standard 1.1** | **The educational program enhances each child’s learning and development.** |
| Approved learning framework | Element 1.1.1 | Curriculum decision-making contributes to each child’s learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators. |
| Child-centred | Element 1.1.2 | Each child’s current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program. |
| Program learning opportunities | Element 1.1.3 | All aspects of the program, including routines, are organised in ways that maximise opportunities for each child’s learning.  |
| **Standard 1.2** | **Educators facilitate and extend each child’s learning and development.**  |
| Intentional teaching | Element 1.2.1 | Educators are deliberate, purposeful, and thoughtful in their decisions and actions. |
| Responsive teaching and scaffolding | Element 1.2.2 | Educators respond to children’s ideas and play and extend children’s learning through open-ended questions, interactions and feedback. |
| Child directed learning | Element 1.2.3 | Each child’s agency is promoted, enabling them to make choices and decisions that influence events and their world. |
| **Standard 1.3** | **Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.** |
| Assessment and planning cycle | Element 1.3.1 | Each child’s learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection. |
| Critical reflection | Element 1.3.2 | Critical reflection on children’s learning and development, both as individuals and in groups, drives program planning and implementation. |
| Information for families | Element 1.3.3 | Families are informed about the program and their child’s progress. |

National Law and National Regulations underpinning Quality Area 1

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 1 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

| **National Law and National Regulations**  | **Associated element** |
| --- | --- |
| Section 51(1)(b)  | Conditions on service approval (educational and developmental needs of children) | 1.1.1 |
| Section 168  | Offence relating to required programs | 1.1.1, 1.1.2 |
| Regulation 73  | Educational program | 1.1.1 |
| Regulation 74  | Documenting of child assessments or evaluations for delivery of educational program | 1.3.1 |
| Regulation 75  | Information about educational program to be kept available | 1.3.3 |
| Regulation 76  | Information about educational program to be given to parents | 1.3.3 |
| Regulation 274ANSW | Programs for children over preschool age | 1.3.1 |
| Regulation 289ANT  | Programs for children over preschool age | 1.3.1 |
| Regulation 298AQueensland  | Programs for children over preschool age | 1.3.1 |

**Quality Improvement Plan for Quality Area 1**

Summary of strengths for Quality Area 1

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| **Strengths** | * The ability to utilise resources to be able to construct a program that meets the needs of a diverse range of students and in an extremely large service.
* The ability to adapt to individual needs when needed through our inclusion program.
* Provide age specific activities and programs which children and staff can adapt to everyone’s abilities.
* Provide a structured yet flexible program where we actively change the program depending on children’s needs and interests.
* We encourage children to explore and be creative and provide materials that can be used for open-ended learning.
* Strong and organised routine so the children know what to expect each day.
* Regular staff meetings provide an opportunity for staff to discuss and analyse parts of the program and to support planning for future activities.

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| **Standard/element** | **Issue identified during self-assessment** | **What outcome or goal do we seek?** | **Priority (L/M/H)** | **How will we get this outcome? (Steps)** | **Success measure** | **By when?** | **Progress notes** |
| 1.3.1 | Documentation for staff reference re children progress | Better staff understanding of children’s progress regarding development. | H | More visual and written documentation | When documentation is complete and staff educated on how to use it.More photos. | End term 2 2020 |  |
| 1.2.1 | Documentation  | A more thoughtful and in-depth observation of each learning area | M | Training and/or a focus on relevant observations at staff meetings. Possibly look at Digital systems again for observation. | Quality of area observations improves | Complete | More training is being offered and undertaken by staff. Observations have become more consistent and a digital system will be trailed by the end of term 1 (One Child). |
| 1.3.3 | Info for families | More thorough communication with parents. | H | Creating documentation for families to access regarding their children | Regular shared documentation and communication regarding children’s progress at OSHC | End of term 1 2020 | Trail taking place End of term 1 (One Child) |

**Key improvements sought for Quality Area 1**

Improvement Plan

**Quality Area 2: Children’s health and safety**

This quality area of the National Quality Standard focuses on **safeguarding and promoting children’s health and safety**.

Quality Area 2: Standards and elements

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| **Standard 2.1** | **Each child’s health and physical activity is supported and promoted.**  |
| Wellbeing and comfort | Element 2.1.1 | Each child’s wellbeing and comfort is provided for, including appropriate opportunities to meet each child’s need for sleep, rest and relaxation. |
| Health practices and procedures | Element 2.1.2 | Effective illness and injury management and hygiene practices are promoted and implemented. |
| Healthy lifestyle | Element 2.1.3 | Healthy eating and physical activity is promoted and is appropriate for each child. |
| **Standard 2.2** | **Each child is protected.**  |
| Supervision | Element 2.2.1 | At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard. |
| Incident and emergency management | Element 2.2.2 | Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented. |
| Child protection | Element 2.2.3 | Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect. |

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National Law and National Regulations underpinning Quality Area 2

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 2 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

| **National Law and National Regulations** | **Associated Element** |
| --- | --- |
| Section 51(1)(a)  | Conditions on service approval (safety, health and wellbeing of children) | 2.1.1, 2.1.2, 2.1.3, 2.2.1,2.2.2, 2.2.3 |
| Section 162A  | Persons in day-to-day charge and nominated supervisors to have child protection training | 2.2.3 |
| Section 165  | Offence to inadequately supervise children | 2.2.1 |
| Section 166  | Offence to use inappropriate discipline | 2.1.1, 2.2.1 |
| Section 167  | Offence relating to protection of children from harm and hazards | 2.2.1 |
| Section 170  | Offence relating to unauthorised persons on education and care service premises | 2.2.1 |
| Section 171  | Offence relating to direction to exclude inappropriate persons from education and care premises | 2.2.1 |
| Regulation 77  | Health, hygiene and safe food practices | 2.1.2 |
| Regulation 78  | Food and beverages | 2.1.3 |
| Regulation 79  | Service providing food and beverages | 2.1.3 |
| Regulation 80  | Weekly menu | 2.1.3 |
| Regulation 81  | Sleep and rest | 2.1.1 |
| **National Law and National Regulations**  | **Associated element** |
| Regulation 82  | Tobacco, drug and alcohol free environment | 2.2.1 |
| Regulation 83  | Staff members and family day care educators not to be affected by alcohol or drugs | 2.2.1 |
| Regulation 84  | Awareness of child protection law | 2.2.3 |
| Regulation 85  | Incident, injury, trauma and illness policies and procedures | 2.1.2  |
| Regulation 86  | Notification to parents of incident, injury, trauma and illness | 2.1.2 |
| Regulation 87  | Incident, injury, trauma and illness record | 2.1.2 |
| Regulation 88  | Infectious diseases | 2.1.2 |
| Regulation 89  | First aid kits | 2.1.2 |
| Regulation 90  | Medical conditions policy | 2.1.2 |
| Regulation 91  | Medical conditions policy to be provided to parents | 2.1.2 |
| Regulation 92  | Medication record | 2.1.2 |
| Regulation 93  | Administration of medication | 2.1.2 |
| Regulation 94  | Exception to authorisation requirement—anaphylaxis or asthma emergency | 2.1.2 |
| Regulation 95  | Procedure for administration of medication | 2.1.2 |
| Regulation 96  | Self-administration of medication | 2.1.2 |
| Regulation 97  | Emergency and evacuation procedures | 2.2.2 |
| **National Law and National Regulations**  | **Associated element** |
| Regulation 98  | Telephone or other communication equipment | 2.2.2 |
| Regulation 99  | Children leaving the education and care premises | 2.2.1 |
| Regulation 100  | Risk assessment must be conducted before excursion | 2.2.1 |
| Regulation 101  | Conduct of risk assessment for excursion | 2.2.1 |
| Regulation 102  | Authorisation for excursions | 2.2.1 |

**Quality Improvement Plan for Quality Area 2**

Summary of strengths for Quality Area 2

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| **Strengths** | * Keithcot King’s OSHC Provides a variety of play spaces including active play spaces and quiet and calm down areas.
* The service supports a range of needs and Inclusion staffing.
* Staff provide a variety of food options and breakfast and afternoon tea which reflect the healthy eating guidelines. Students do cooking experiences and promote healthy eating choices and hygiene practices.
* Our utilisation of the ISS program and having multiple extra staff for the benefit of all children.
* Managing children’s wellbeing & comfort through being flexible and accommodating to meet their needs.
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**Key improvements sought for Quality Area 2**

Improvement Plan

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| **Standard/element** | **Issue identified during self-assessment** | **What outcome or goal do we seek?** | **Priority (L/M/H)** | **How will we get this outcome? (Steps)** | **Success measure** | **By when?** | **Progress notes** |
| 2.2.1 | Lack of adequate supervision | Staff are trained and coached on supervision strategies for each area | H | Staff meetings and training/ guidance. | Minimising incidents and injuries of children | Completed &Ongoing | Having extra additional support staff has helped this issue and training/ guidance during shifts and staff meetings. |
| 2.2.3 | Child Protection ProcessesChecking ID at collection time | Staff to be made more aware of parenting/custody issuesAll staff to check ID of people they don’t recognise | HH | Communicating custody orders with staff and giving them access to Fully Booked so they can check themselves.Encourage staff to check ID through group communication site and staff meetings  | Staff will be aware of custody issues around collection. All unrecognised collection people are ID and authorised to collect children. | Completed &OngoingEnd of term 1 | Custody agreements are all now up-loaded into our admin software Fully Booked. Staff are made aware of any custody orders and of any changes as they occurStaff a regularly reminded |
| 2.2.2 | Maintaining medical health and risk minimisation plans | Have both documents up to date. | H | Communicating with families and checking dates more regularly.  | Having both documents up to date. | Completed &Ongoing | Fully Booked has made it so everyone has to provide these documents before enrolling their children. We are now checking that everything is current and up to date along with document expiry being emailed to families when updates are needed. |
| 2.1.2 | Incident reports not being signed by parents | Incident reports being signed everyday | H | Developing a system where incident reports are signed every day | Incident reports getting signed every day | End of term 1 |  |

**Quality Area 3: Physical environment**

## This quality area of the National Quality Standard focuses on the **physical environment** and ensuring that it **is safe, suitable and provides a rich and diverse range of experiences that promote children’s learning and development**.

Quality Area 3: Standards and elements

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| **Standard 3.1** | **The design of the facilities is appropriate for the operation of a service.**  |
| Fit for purpose | Element 3.1.1 | Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child. |
| Upkeep | Element 3.1.2 | Premises, furniture and equipment are safe, clean and well maintained. |
| **Standard 3.2** | **The service environment is inclusive, promotes competence and supports exploration and play-based learning.**  |
| Inclusive environment | Element 3.2.1 | Outdoor and indoor spaces are organised and adapted to support every child’s participation and to engage every child in quality experiences in both built and natural environments. |
| Resources support play-based learning | Element 3.2.2 | Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning. |
| Environmentally responsible | Element 3.2.3 | The service cares for the environment and supports children to become environmentally responsible. |

National Law and National Regulations underpinning Quality Area 3

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 3 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

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| --- | --- |
| **National Law and National Regulations** | **Associated element** |
| Regulation 103  | Premises, furniture and equipment to be safe, clean and in good repair | 3.1.2 |
| Regulation 104  | Fencing | 3.1.1 |
| Regulation 105  | Furniture, materials and equipment | 3.2.2 |
| Regulation 106  | Laundry and hygiene facilities | 3.1.1 |
| Regulation 107  | Space requirements—indoor | 3.1.1 |
| Regulation 108  | Space requirements—outdoor | 3.1.1 |
| Regulation 109  | Toilet and hygiene facilities | 3.1.1 |
| Regulation 110  | Ventilation and natural light | 3.1.1 |
| Regulation 111  | Administrative space | 3.1.1 |
| Regulation 112  | Nappy change facilities | 3.1.1 |
| Regulation 113  | Outdoor space—natural environment | 3.2.1 |
| Regulation 114  | Outdoor space—shade | 3.1.1 |
| **National Law and National Regulations** | **Associated element** |
| Regulation 115  | Premises designed to facilitate supervision | 3.1.1 |
| Regulation 116  | Assessments of family day care residences and approved family day care venues | 3.1.1 |
| Regulation 117  | Glass (additional requirement for family day care) | 3.1.1 |
| Regulation 274 NSW | Swimming pools | 3.1.2 |
| Regulation 345 Tasmania  | Swimming pool prohibition | 3.1.2 |

**Quality Improvement Plan for Quality Area 3**

Summary of strengths for Quality Area 3

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| **Strengths** | * As we are on a school site our buildings/spaces are suitable for children
* We have some helpful equipment to support smaller students such as steps at sinks and toilets.
* All toys and equipment are cleaned on a rotating roster
* We have 2 structured playground areas as well as a nature play space and loose parts play.
* Both outdoor and indoor areas for students to use.
* We compost fruit and veg into our compost heap which we then use on the garden
* We have a large collection of loose parts play including water play which children engage in which promotes sharing, cooperation and problem solving
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**Key improvements sought for Quality Area 3**Improvement plan

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Standard/element** | **Issue identified during self-assessment** | **What outcome or goal do we seek?** | **Priority (L/M/H)** | **How will we get this outcome? (Steps)** | **Success measure** | **By when?** | **Progress notes** |
| 3.2.3 | Ongoing maintenance and use of veggie patch | To be able to use vegies grown in our veggie patch in the cooking activities | L | Choose recipes with seasonal vegies and plant with cooking activities in mind | Cooking with some products produced by the vegie garden | ongoing | The fresh fruit and veggies are getting eaten, but not maintained and planned for cooking activities. |
| 3.2.2 | Scrap/ recycled paper isn’t being used for craft activities. | Using it instead of new paper all the time. | L | Encouraging students to use scrap/ recycled paper for drawing | When it is being used regularly | ongoing | Some activities have been planned for recycling scrap paper |
| 3.2.3 | Yard environment | A cleaner outdoor environment | M | Regular yard clean ups  | Yard clean ups at the end of each day | End of term 1 2020 |  |
| 3.1.2 | Cleaning and maintenance of OSHC | A cleaner and healthier environment at OSHC | H | By updating and following industry standard. Creating new policies and procedures | A cleaner and healthier environment | End of Term 2 2020 |  |

**Quality Area 4: Staffing arrangements**

## This quality area of the National Quality Standard focuses on the provision of qualified and experienced educators, co-ordinators and nominated and experienced supervisors who are able to develop warm, respectful relationships with children, create safe and predictable environments and encourage children’s active engagement in the learning program. **Please note that a number of transitional and jurisdiction-specific regulations apply to staffing arrangements. Refer to Chapter 7 of the *Education and Care Services National Regulations* for more information.**

Quality Area 4: Standards and elements

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| **Standard 4.1** | **Staffing arrangements enhance children's learning and development.**  |
| Organisation of educators | Element 4.1.1 | The organisation of educators across the service supports children’s learning and development.  |
| Continuity of staff | Element 4.1.2 | Every effort is made for children to experience continuity of educators at the service. |
| **Standard 4.2** | **Management, educators and staff are collaborative, respectful and ethical.** |
| Professional collaboration | Element 4.2.1 | Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other’s strengths and skills. |
| Professional standards | Element 4.2.2 | Professional standards guide practice, interactions and relationships. |

National Law and National Regulations underpinning Quality Area 4

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 4 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

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| **National Law and National Regulations**  | **Associated element** |
| Section 51(2) | Conditions on service approval (FDC Coordinators) | 4.1.1 |
| Section 161  | Offence to operate education and care service without nominated supervisor. | 4.1.1 |
| Section 161A  | Offence for nominated supervisor not to meet prescribed minimum requirements | 4.1.1 |
| Section 162  | Offence to operate education and care service unless responsible person is present | 4.1.1 |
| Section 163  | Offence relating to appointment or engagement of family day care co-ordinators | 4.1.1 |
| Section 164  | Offence relating to assistance to family day care educators | 4.1.1 |
| Section 164A  | Offence relating to the education and care of children by family day care service | 4.1.1 |
| Section 169  | Offence relating to staffing arrangements | 4.1.1 |
| Section 269  | Register of family day care educators, co-ordinators and assistants | 4.1.1 |
| Regulation 117A  | Placing a person in day-to-day charge | 4.1.1 |
| Regulation 117B  | Minimum requirements for a person in day-to-day charge | 4.1.1 |
| Regulation 117C  | Minimum requirements for a nominated supervisor | 4.1.1 |
| Regulation 118  | Educational leader | 4.1.1 |
| **National Law and National Regulations**  | **Associated element** |
| Regulation 119  | Family day care educator and family day care educator assistant to be at least 18 years old | 4.1.1 |
| Regulation 120  | Educators who are under 18 to be supervised | 4.1.1 |
| Regulation 123  | Educator to child ratios – centre based services | 4.1.1 |
| Regulation 123A  | Family day care co-ordinator to educator ratios—family day care service | 4.1.1 |
| Regulation 124  | Number of children who can be educated and cared for – family day care educator | 4.1.1 |
| Regulation 126  | Centre-based services – general educator qualifications | 4.1.1 |
| Regulation 127  | Family day care educator qualifications | 4.1.1 |
| Regulation 128  | Family day care co-ordinator qualifications | 4.1.1 |
| Regulation 130  | Requirement for early childhood teacher – centre-based services – fewer than 25 approved places | 4.1.1 |
| Regulation 131  | Requirement for early childhood teacher – centre-based services – 25 or more approved places but fewer than 25 children | 4.1.1 |
| Regulation 132  | Requirement for early childhood teacher – centre-based services – 25-59 children | 4.1.1 |
| Regulation 133  | Requirement for early childhood teacher – centre-based services – 60 to 80 children | 4.1.1 |
| Regulation 134  | Requirement for early childhood teacher – centre-based services – more than 80 children | 4.1.1 |
| Regulation 135  | Early childhood teacher illness or absence | 4.1.1 |
| Regulation 136  | First aid qualifications | 4.1.1 |
| Regulation 143A  | Minimum requirements for a family day care educator | 4.1.1 |
| **National Law and National Regulations**  | **Associated element** |
| Regulation 143B  | Ongoing management of family day care educators | 4.1.1 |
| Regulation 144  | Family day care educator assistant | 4.1.1 |
| Regulation 145  | Staff record | 4.1.1 |
| Regulation 146  | Nominated Supervisor | 4.1.1 |
| Regulation 147  | Staff members | 4.1.1 |
| Regulation 148  | Educational leader | 4.1.1 |
| Regulation 149  | Volunteers and students | 4.1.1 |
| Regulation 150  | Responsible person | 4.1.1 |
| Regulation 151  | Record of educators working directly with children | 4.1.1 |
| Regulation 152  | Record of access to early childhood teachers | 4.1.1 |
| Regulation 153  | Register of family day care educators, co-ordinators and assistants | 4.1.1 |
| Regulation 154  | Record of staff other than family day care educators, family day care co-ordinators and family day care educator assistants | 4.1.1 |

# **Quality Improvement Plan for Quality Area 4**Summary of strengths for Quality Area 4

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| --- | --- |
| **Strengths** | * Staff support and communicate with one another through walkie talkies
* Staff have positive and supportive conversations with other staff, parents and children
* Staff meet regularly and communicate through a closed group with a commitment to revising and improving processes
* Staff are inducted and supported through issues to provide professionalism at the service.
* New staff are made to feel welcome by all staff and given all important points when they start through orientation training and on the floor work.
* Diverse staff with different interests and backgrounds create a balance that supports all children’s needs
 |

**Key improvements sought for Quality Area 4**

Improvement plan

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Standard/element** | **Issue identified during self-assessment** | **What outcome or goal do we seek?** | **Priority (L/M/H)** | **How will we get this outcome? (Steps)** | **Success measure** | **By when?** | **Progress notes** |
| 4.2.2 | Pathways for staff to grow and progress in the industry | Provide staff with opportunities to gain qualifications and learn the programming and business side of OSHC | M | Look at professional development and decide on valuable developmental approaches for staff development | Staff are upskilled and learn more about the service and gain qualifications through training | Complete & Ongoing | We have 2 staff doing traineeships and more personal development is being offered and undertaken by staff. |
| 4.1.1 |  Utilising staff interest more. | Create clubs/ mini lessons based on staff interests. | L | Trail different club/ lesson ideas to see what is popular and worthwhile. | When regular clubs are developed with child interest. | End of term 2 2020 | Staff have run Vac Care days, but mini clubs are no yet created |
| 4.2.1 | More team building opportunities for staff | Stronger relationships between staff | L | More team building exercises and development | Stronger relationships between staff | End of 2020 |  |

Quality Area 5: Relationships with children

## This quality area of the National Quality Standard focuses on relationships with children being responsive, respectful and promoting children’s sense of security and belonging. Relationships of this kind free children to explore the environment and engage in play and learning.

Quality Area 5: Standards and elements

|  |  |
| --- | --- |
| **Standard 5.1** | **Respectful and equitable relationships are maintained with each child.**  |
| Positive educator to child interactions | Element 5.1.1 | Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included. |
| Dignity and rights of the child | Element 5.1.2 | The dignity and the rights of every child are maintained. |
| **Standard 5.2** | **Each child is supported to build and maintain sensitive and responsive relationships.**  |
| Collaborative learning | Element 5.2.1 | Children are supported to collaborate, learn from and help each other. |
| Self-regulation | Element 5.2.2 | Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts. |

##

## National Law and National Regulations underpinning Quality Area 5The table below shows the sections of the National Law and National Regulations underpinning Quality Area 5 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

| **National Law and National Regulations**  | **Associated element** |
| --- | --- |
| Section 166 | Offence to use inappropriate discipline | 5.1.1, 5.1.2, 5.2.2 |
| Regulation 155 | Interactions with children | 5.1.1, 5.1.2, 5.2.2 |
| Regulation 156 | Relationships in groups | 5.2.2 |

**Quality Improvement Plan for Quality Area 5**

Summary of strengths for Quality Area 5

|  |  |
| --- | --- |
| **Strengths** | * Effective group play in the hall through team games, and in all OSHC areas
* Children excel at initiating conversations, showing interests and building meaningful relationships
* Behaviour management plan promotes self-regulation through allowing children to make choices of their own behaviour and understand the consequences with respect given to their emotion.
* High level of communication between staff.
* Students are supported individually through the inclusion program at the service
 |

**Key improvements sought for Quality Area 5**

Improvement plan

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Standard/element** | **Issue identified during self-assessment** | **What outcome or goal do we seek?** | **Priority (L/M/H)** | **How will we get this outcome? (Steps)** | **Success measure** | **By when?** | **Progress notes** |
| 5.1.2 | Continue to review strategies of supporting individual behaviour needs while being respectful. | Strategies for addressing difficult behaviour while also supporting the needs of the whole group | M | PD on behaviour management and individual needs | All staff communicate and support each other on respectful behaviour issues | Ongoing | Strategies have been put in place and ISS funding is being fully utilised. Trainings are also being offered. |
| 5.2.2 | Continue to implement strategies to support child self- regulation | Strategies in place | M | Offering PD on self-regulation and communication between staff. | When all staff are consistent and using the same strategies and language. | Ongoing | Quiet space offered in the office with sensory or quiet play toys have helped. Staff training and development being offered. Constant communication between staff about individual child progress and strategies. |
| 5.1 | Inconsistencies with staff expectations | Everyone to have the same expectations regarding staff – child relationships | H | Develop strategies and procedures for all staff to follow | Consistent child expectations | End of term 2 2020 |  |

**Quality Area 6: Collaborative partnerships with families and communities**

## This quality area of the National Quality Standard focuses on collaborative relationships with families that are fundamental to achieving quality outcomes for children and community partnerships that are based on active communication, consultation and collaboration.

Quality Area 6: Standards and elements

|  |  |
| --- | --- |
| **Standard 6.1** | **Respectful relationships with families are developed and maintained and families are supported in their parenting role.**  |
| Engagement with the service | Element 6.1.1 | Families are supported from enrolment to be involved in the service and contribute to service decisions. |
| Parent views are respected | Element 6.1.2 | The expertise, culture, values, beliefs of families are respected and families share in decision-making about their child’s learning and wellbeing. |
| Families are supported | Element 6.1.3 | Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing. |
| **Standard 6.2** | **Collaborative partnerships enhance children’s inclusion, learning and wellbeing.**  |
| Transitions | Element 6.2.1 | Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities. |
| Access and participation | Element 6.2.2 | Effective partnerships support children’s access, inclusion and participation in the program.  |
| Community engagement | Element 6.2.3 | The service builds relationships and engages with its community.  |

National Law and National Regulations underpinning Quality Area 6

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 6 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

| **National Law and National Regulations**  | **Associated element** |
| --- | --- |
| Section 175  | Offence relating to requirement to keep enrolment and other documents | 6.1.3, 6.2.1 |
| Regulation 157  | Access for parents | 6.1.1 |

**Quality Improvement Plan for Quality Area 6**

Summary of strengths for Quality Area 6

|  |  |
| --- | --- |
| **Strengths** | We are involved in the community through various organisations we partner with including* the KFCC local partnership group
* Keithcot Farm School events – such as the fete
* King’s Baptist grammar school and Keithcot Farm Reception orientation days
* Kings Baptist Church “Christmas on the hill” event
* Inclusion Support agency
* Parents are included in our decision making process.
* Support students involved in BSC and ASC sports by picking them up and dropping them off.
* Staff sitting on professional OSHC boards such as Education and standards board, NOSHSA, OSHCsa and North East OSHC Hub Group
* During Vacation care we are active in the wider community through excursions events and activities
* OSHC Governing council through the OSHC Committee support the OSHC program by carrying out oversight
 |

**Key improvements sought for Quality Area 6**Improvement plan

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Standard/element** | **Issue identified during self-assessment** | **What outcome or goal do we seek?** | **Priority (L/M/H)** | **How will we get this outcome? (Steps)** | **Success measure** | **By when?** | **Progress notes** |
| 6.2 | Develop strategies for including the community during the term | Have opportunities for the OSHC to go into the community or have the community visit during the term | L | Working on opportunities to incorporate community activities into the BSC or ASC program | Community engagement occurs at least once per term. |  Ongoing | When on Vac Care excursions we experience the community, but we should do something that give back to the community. We had an end of year OSHC Community Party that raised money for bush fire victims |
| 6.1.3 | Website needs to be updated more regularly | To ensure information of the website is always up to date and current for families | M | Devote time each week to updating the website | Website is up to date | Ongoing | Website is now updated regularly |
| 6.1.2 | Lack of cultural learning/ activities | Incorporate more cultural activities in our program based of the families that attend | L | Talking to students and their families | Know/ learn more about students and their families. | Ongoing | Cultural diverse days are planned in the holidays and school community support is sought to support this. |

Quality Area 7: Governance and Leadership

## This quality area of the National Quality Standard focuses on effective leadership and governance of the service to establish and maintain quality environments for children’s learning and development. Effective leaders establish shared values for the service that reflect the service context and professionalism and set clear direction for the service’s continuous improvement. Governance refers to the systems in place to support effective management and operation of the service, consistent with the service’s statement of philosophy.

Quality Area 7: Standards and elements

|  |  |
| --- | --- |
| **Standard 7.1** | **Governance supports the operation of a quality service.**  |
| Service philosophy and purpose | Element 7.1.1 | A statement of philosophy is developed and guides all aspects of the service’s operations.  |
| Management systems | Element 7.1.2 | Systems are in place to manage risk and enable the effective management and operation of a quality service.  |
| Roles and responsibilities | Element 7.1.3 | Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service. |
| **Standard 7.2** | **Effective leadership build and promotes a positive organisational culture and professional learning community.** |
| Continuous improvement | Element 7.2.1 | There is an effective self-assessment and quality improvement process in place. |
| Educational leadership | Element 7.2.2 | The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.  |
| Development of professionals | Element 7.2.3 | Educators, co-ordinators and staff members’ performance is regularly evaluated and individual plans are in place to support learning and development. |

## National Law and National Regulations underpinning Quality Area 7The table below shows the sections of the National Law and National Regulations underpinning Quality Area 7 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

| **National Law and National Regulations**  | **Associated element** |
| --- | --- |
| Section 21  | Reassessment of fitness and propriety (provider approvals) | 7.1.2 |
| Section 51(2)  | Conditions on service approval (FDC co-ordinators) | 7.1.2, 7.1.3 |
| Section 56 | Notice of addition of nominated supervisor | 7.1.2 |
| Section 56A | Notice of change of a nominated supervisor's name or contact details | 7.1.2 |
| Section 161  | Offence to operate education and care service without nominated supervisor | 7.1.2 |
| Section 161A | Offence for nominated supervisor not to meet prescribed minimum requirements | 7.1.2 |
| Section 162  | Offence to operate education and care service unless responsible person is present | 7.1.2 |
| Section 162A  | Persons in day-to-day charge and nominated supervisors to have child protection training | 7.1.2 |
| Section 163  | Offence relating to appointment or engagement of family day care co-ordinators | 7.1.2, 7.1.3 |
| Section 164  | Offence relating to assistance to family day care educators | 7.1.2 |
| Section 164A  | Offence relating to the education and care of children by family day care service | 7.1.2, 7.1.3 |
| Section 165  | Offence to inadequately supervise children | 7.1.2 |
| Section 166  | Offence to use inappropriate discipline | 7.1.2 |

| **National Law and National Regulations**  | **Associated element** |
| --- | --- |
| Section 167  | Offence relating to protection of children from harm and hazards | 7.1.2 |
| Section 168  | Offence relating to required programs | 7.1.2 |
| Section 169  | Offence relating to staffing arrangements | 7.1.2 |
| Section 170  | Offence relating to unauthorised persons on education and care service premises | 7.1.2 |
| Section 171  | Offence relating to direction to exclude inappropriate persons from education and care service premises | 7.1.2 |
| Section 172  | Offence to fail to display prescribed information | 7.1.2 |
| Section 173  | Offence to fail to notify certain circumstances to regulatory authority | 7.1.2 |
| Section 174  | Offence to fail to notify certain information to regulatory authority | 7.1.2 |
| Section 174A  | Family day care educator to notify certain information to approved provider | 7.1.2, 7.1.3 |
| Section 175  | Offence relating to requirement to keep enrolment and other documents | 7.1.2 |
| Section 188  | Offence to engage person to whom prohibition notice applies | 7.1.2 |
| Section 269  | Register of family day care educators, coordinators and assistants | 7.1.2 |
| Regulation 31  | Condition on service approval-quality improvement plan | 7.2.1 |
| **National Law and National Regulations**  | **Associated element** |
| Regulation 55  | Quality improvement plans | 7.2.1 |
| Regulation 56  | Review and revision of quality improvement plans | 7.2.1 |
| Regulation 158  | Children’s attendance record to be kept by approved provider | 7.1.2 |
| Regulation 159  | Children’s attendance record to be kept by family day care educator | 7.1.2 |
| Regulation 160  | Child enrolment records to be kept by approved provider and family day care educator | 7.1.2 |
| Regulation 161  | Authorisations to be kept in enrolment record | 7.1.2 |
| Regulation 162  | Health information to be kept in enrolment record | 7.1.2 |
| Regulation 163  | Residents at family day care residence and family day care educator assistants to be fit and proper persons | 7.1.2 |
| Regulation 164  | Requirement for notice of new persons at residence | 7.1.2 |
| Regulation 165  | Record of visitors | 7.1.2 |
| Regulation 166  | Children not to be alone with visitors | 7.1.2 |
| Regulation 167  | Record of service’s compliance | 7.1.2 |
| Regulation 168  | Education and care service must have policies and procedures | 7.1.2 |
| Regulation 169  | Additional policies and procedures—family day care service | 7.1.2 |
| **National Law and National Regulations**  | **Associated element** |
| Regulation 170  | Policies and procedures to be followed | 7.1.2 |
| Regulation 171   | Policies and procedures to be kept available | 7.1.2 |
| Regulation 172  | Notification of change to policies or procedures | 7.1.2 |
| Regulation 173  | Prescribed information to be displayed | 7.1.2 |
| Regulation 174  | Time to notify certain circumstances to regulatory authority | 7.1.2 |
| Regulation 174A  | Prescribed information to be notified to accompany notice | 7.1.2 |
| Regulation 175  | Prescribed information to be notified to regulatory authority | 7.1.2 |
| Regulation 176  | Time to notify certain information to regulatory authority | 7.1.2 |
| Regulation 176A  | Prescribed information to be notified to approved provider by family day care educator | 7.1.2 |
| Regulation 177  | Prescribed enrolment and other documents to be kept by approved provider | 7.1.2 |
| Regulation 178  | Prescribed enrolment and other documents to be kept by family day care educator | 7.1.2 |
| Regulation 179  | Family day care educator to provide documents on leaving service | 7.1.2 |
| Regulation 180  | Evidence of prescribed insurance | 7.1.2 |
| Regulation 181  | Confidentiality of records kept by approved provider | 7.1.2 |
| **National Law and National Regulations**  | **Associated element** |
| Regulation 182  | Confidentiality of records kept by family day care educator | 7.1.2 |
| Regulation 183  | Storage of records and other documents | 7.1.2 |
| Regulation 184  | Storage of records after service approval transferred | 7.1.2 |
| Regulation 185  | Law and regulations to be available | 7.1.2 |
| Regulation 344 Tasmania | Working with vulnerable people registration – staff members | 7.1.2 |
| Regulation 358 Victoria | Working with children check to be read | 7.1.2 |
| Regulation 359Victoria | Criminal history record check to be read and considered | 7.1.2 |

**Quality Improvement Plan for Quality Area 7**Summary of Strengths

|  |  |
| --- | --- |
| **Strengths** | * OSHC has statement of philosophy and policies that are reviewed annually.
* Excursion and OSHC areas are risk assessed to ensure effective risk management
* OSHC team completes regular evaluation and self-assessment of the service.
* The service has significant support and resources to implement programs for the children.
* HR is supported through Employ Sure.
* The statement of philosophy is key to guiding all aspects of the service.
 |

**Key improvements sought for Quality Area 7**Improvement plan

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Standard/element** | **Issue identified during self-assessment** | **What outcome or goal do we seek?** | **Priority (L/M/H)** | **How will we get this outcome? (Steps)** | **Success measure** | **By when?** | **Progress notes** |
| 7.2.2 | Educational leaders supported and leads the development of the educational program | Educational leader implementing and developing new ways to gather and communicate information about the students and program | H | Reflection on QA1 and development on new strategies to achieve it | QA1 is achieved and all students are supported through the programming cycle | By term 3 2020 | Speadsheets show which students have and have not been observed in the service and plans to trial online app based observations in second half of 2019 |
| 7.2.3 | Performance evaluation needs to be reworded to ensure it is practical and relevant  | All staff will regularly go through a practical and relevant performance and PD cycle | M | Have employsure support the service with performance management  | All staff will have a performance management cycle each year | 2020 | New performance evaluations to begin term 2 2019 |
| 7.1.2 | Rostering to be improved through online | Staff can engage with rostering through an online service | M | Find a new online program to do rostering so staff can engage with the roster when not at work | Staff are using online rostering system | End 2019 | Complete |

**Notes**