



Australian Children's
Education & Care
Quality Authority

Appendix 2: Quality Improvement Plan

OCTOBER 2011

Service details

Service name	Service approval number
Andrews Farm Community Preschool	
Primary contact at service	
Sue Tiver	
Physical location of service	Physical location contact details
Street: President Avenue Suburb: Andrews Farm State/territory: South Australia Postcode: 5114	Telephone: 82541700 Mobile: Fax: 82843031 Email: kindy.director@andrewskgn.sa.edu.au
Approved Provider	Nominated Supervisor
Primary contact: Sue Tiver Telephone: 82541700 Mobile: Fax: 82843031 Email: kindy.director@andrewskgn.sa.edu.au	Name: Telephone: Mobile: Fax: Email:
Postal address (if different to physical location of service)	
Street: Suburb: State/territory: Postcode:	

Operating hours

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	8.30	8.30	8.30	8.30	8.30		
Closing time	15.00	15.00	15.00	15.00	11.30		

Additional information about your service

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

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

South Australian DECD term dates:

Term 1:

Term 2:

The stand alone preschool has a 5 space carpark for visitors and access tocarpark at the local college next to our car-park.

Pupil free day is scheduled for term 4,

How are the children grouped at your service?

A.M. Children: 8.30 am – 11.30 am

P.M. Children: 12.00noon- 15.00 pm

Full day Chn.: 8.30 am - 15.00 pm

Write the name and position of person(s) responsible for submitting this Quality Improvement Plan (e.g. 'Nominated Supervisor, Cheryl Smith')

Sue Tiver

Service statement of philosophy

Our Philosophy

We believe children learn through play, with and from each other and the educators within a safe secure environment. Through play children develop an understanding of their social worlds. They learn to communicate, trust, form attachments, share, negotiate, take turns, resolve conflict and have fun. Every child's unique in terms of life experience and developmental readiness.

We acknowledge each child as capable and competent, bringing with them their diverse life experiences, knowledge and perspectives.

Andrews Farm Community Preschool seeks to:

- Accommodate and embrace differences
- Form relationships with respect, equity, inclusion and diversity
- Develop active participants who are connected with and contribute to their world
- Respect children as competent, capable and active participants in their learning for successful outcomes
- Have high expectations for children, educators and service provision
- Work in partnership with family and school as essential to the optimal growth and development of young children
- Support the role of parents
- Make connections to our local community

Our vision is to provide a safe and supportive teaching and learning environment which leads to quality educational outcomes for all children.

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

Standard 1.1	An approved learning framework informs the development of a curriculum that enhances each child’s learning and development.	
	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.
	Element 1.1.2	Each child’s current knowledge, ideas, culture, abilities and interests are the foundation of the program.
	Element 1.1.3	The program, including routines, is organised in ways that maximise opportunities for each child’s learning.
	Element 1.1.4	The documentation about each child’s program and progress is available to families.
	Element 1.1.5	Every child is supported to participate in the program.
	Element 1.1.6	Each child’s agency is promoted, enabling them to make choices and decisions and influence events and their world.
Standard 1.2	Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.	
	Element 1.2.1	Each child’s learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.
	Element 1.2.2	Educators respond to children’s ideas and play and use intentional teaching to scaffold and extend each child’s learning.
	Element 1.2.3	Critical reflection on children’s learning and development, both as individuals and in groups, is regularly used to implement the program.

Quality Improvement Plan for QA1

Summary of strengths for QA1

Strengths	Educational Programme and Practice
1.1.1	<p>An approved learning framework informs the development of a curriculum that enhances each child’s learning and development. The Early Years Framework guides curriculum decision making and enables each child’ learning in the five outcomes:</p> <ul style="list-style-type: none"> - identity - connection with their world - wellbeing - confident and involved learners - effective communicators
1.1.2	<p>For each child, with the educational programme and guidance we are working towards these outcomes Communication is a major focus: oral language, comprehension, questioning: through stories, songs, games, free play</p>
1.1.4	<p>The documentation about each child’s program and progress is available to families. Individual folders containing samples of children’s work, displays of art work, checklists, photographs, service providers reports</p>
1.1.5	<p>Every child is supported to participate in the program. -support the children using props, visuals, support, children’s interests -extension for the more capable children</p>
1.2.1	<p>Each child’s current knowledge, ideas, culture and interests provide the foundation for the programme -jottings of children’s interests, requests are built into the programme -takes into account the individuality, strengths, capabilities of each child, and their experiences Each child’s learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation. - interests, developmental stages and children’s and readiness for experiences are taken into consideration</p>
1.2.2	<p>Educators respond to children’s ideas and play and use intentional teaching to scaffold and extend each child’s learning -a combination of intentional, explicit teaching and children’s interests and ideas</p>
1.2.3	<p>-preschool purchases extra speech therapist time, 1 day per fortnight to work with the chn and the support staff Critical reflection on children’s learning and development, both as individuals and in groups, is regularly used to implement the program. -effective planning and evaluation takes place -review of routines, groups, free play engagement, involvement -weekly evaluation, planning and child development meetings</p>

Key improvements sought for QA1

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
Standard/element 1.1.1	An approved learning framework informs the development of a curriculum that enhances each child's learning and development.					
	Identified issue	EYLF informs the development of a curriculum. Families want information about educational program. -we want to give to this to parents -Information about the educational program to be available for families -families to be able to see the children's experiences - Literacy -Vocabulary and Comprehension: to extend children's vocabulary and comprehension skills to develop and reinforce competency in communication - Numeracy – to support children to have the confidence, capacity and disposition to use mathematics, ie: through number, concept development				
Standard/element 1.2.2	Every child is supported to participate in the programme					
	Identified issue	Self assessment identified that several children needed more support to access a wider range of activities and the curriculum				

Improvement Plan

1.1.1	<p>An approved learning framework informs the development of a curriculum</p> <p>Vocabulary and Comprehension: to extend children's vocabulary and comprehension skills, developing and reinforcing competency</p> <p>Numeracy – to support children to have the confidence, capacity and disposition to use mathematics, ie: through number, concept development</p>	M	<ul style="list-style-type: none"> -inform families via newsletters, discussions, posters of the programme -use the recently purchased digital photo viewer -display photos of chn engaged in activities -organize folders of each EYLF outcome -display EYLF outcomes 	<p>Information about the educational program Feedback from the families Folders have been organized displaying activities and engagement Learning story snippets with photos and the EYLF outcome in individual folders</p>	<p>Organize collection of information Ongoing Commence March 2012</p> <p>Folders early Term 2 Ongoing</p>	<p>Weekly plan of activities is always there for families Folders have been purchased Posters and EYLF outcomes have been placed around the preschool Folders have been organized with many valuable discussions around the activity and where it fits as each activity could be part of several outcomes The digital viewer has been set up</p>
		H	<ul style="list-style-type: none"> -through the free play programme -planned experiences -explicit teaching strategies -musical activities: songs, group games -story telling -discussion groups -on site speech therapist 	<p>Improvement in skills Development in children's competency in communication</p>	<p>End of term 4, 2012</p>	<p>Vocab continues to be enhanced through planned and spontaneous experiences Speech therapist is working with clusters of children to improve and extend learning Assessment of children exiting preschool mid year</p>
1.2.1	Every child will be supported to engage in the curriculum	M	<ul style="list-style-type: none"> -part of session for supported chn will be 1:1 -create a cluster group for the identified chn -choose activities using visual 	<p>Supported children on will be communicating more confidently with peers Children are accessing a range of free play activities</p>	<p>Commence: T 1, 2012 Ongoing cycle: monitor</p>	<p>End term 1 Chn on support have settled into a routine and are combining interactions with peers and engaging in free play, using their targeted sounds</p>

			<p>cards</p> <ul style="list-style-type: none">-make a plan for the session-free play incorporated with formal speech plans-accessing a range of activities		<p>evaluate Plan</p>	
--	--	--	---	--	--------------------------	--

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

Standard 2.1	Each child’s health is promoted.	
	Element 2.1.1	Each child’s health needs are supported.
	Element 2.1.2	Each child’s comfort is provided for and there are appropriate opportunities to meet each child’s need for sleep, rest and relaxation.
	Element 2.1.3	Effective hygiene practices are promoted and implemented.
	Element 2.1.4	Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines.
Standard 2.2	Healthy eating and physical activity are embedded in the program for children.	
	Element 2.2.1	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.
	Element 2.2.2	Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.
Standard 2.3	Each child is protected.	
	Element 2.3.1	Children are adequately supervised at all times.
	Element 2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.
	Element 2.3.3	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
	Element 2.3.4	Educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect.

Quality Improvement Plan for Q2

Summary of strengths for QA2

<p>Strengths</p>	<p>2.1.1 Each child's health needs are supported: -posters, pamphlets, cold water, asthma and epi-pen training -emotional support, CAYHS check and subsequent discussions and follow ups -relaxation times, bean bag, allergy lists, sun smart / cancer council information -BELS updated training for all staff, first aid administration and notification to family</p> <p>2.1.3 Effective hygiene practices are promoted and implemented: Regular supervised hand washing routines, posters, notices, tissue boxes easily accessed</p> <p>2.1.4 Steps are taken to control the spread of diseases and illness: -children stay home if sick, parents are notified, reference to health guidelines - paid cleaning contract nightly, disinfecting toys, puzzles, manipulative equipment -head lice notices, pamphlets, dental visits, first aid kit regularly checked and replenished -record accidents, verbal consultation with staff and written / verbal notification to parents (maybe collect child) -first aid kits replenished on a regular basis -asthma and training anaphylaxis training current -administer medication approved by MO -asthma plan / medication forms available to be completed by Dr and family</p> <p>2.2 Healthy eating and physical activity are embedded into the programme: -daily programming of obstacle course, permanent climbing, gym equipment, gross motor activities -fruit posters with stickers and stamps to promote and encourage chn to bring fruit for snacks</p> <p>2.2.2 Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child:</p> <p>2.2.2 Gross motor, free play and musical activities are both planned and spontaneous and are developmentally appropriate for the children -obstacle course, ball activities, sand, stilts, trees, swings</p> <p>2.3.1 Children are adequately supervised at all times</p> <p>2.3.2 Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury -health info, emergency contacts on signed enrolment forms. -general permission form ie: library, short walk, sunscreen, photo taking for research purposes -specific excursions- permission forms are given out and returned signed -adequate staff ratios on excursions -risk assessment / needs are taken into account</p> <p>2.3.4 Educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect. -all staff trained in responding to abuse and neglect, know the Protective behaviours song, aware of and emphasize child protection strategies</p>
-------------------------	--

Key improvements sought for QA2

Standard/element 2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.
Identified issue	With capacity issues in the area we have had a reduction in numbers of chn and hence a slight reduction in staff. At times, many of the chn are accessing the outdoor curriculum. 1 staff person is always present, but closer monitoring may at times, require a second staff now that we don't have the same staff set up as 2011
Standard/element [2.3.3]	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
Identified issue	The chn as part of our timetable are familiar with gathering for mat times and respond very well for this. We need to practise the emergency drill for the chn to be familiar with this procedure
Standard/element 2.3.4	Educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect.
Identified issue	Staff are currently all trained in Responding to Abuse and Neglect, however 2012 we are required to complete training

Improvement Plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
2.3.2	To have children adequately supervised at all times	M	When possible and required, have 2 staff outdoors. At commencement of PM session, all chn and staff will remain inside for 10 minutes	Two staff are present when the needed Staff monitoring the movement of the chn and responding appropriately The transition from lunch, the commencement of the PM is smooth, chn are engaged, adequately supervised	Term 2, 2012 \	This is progressing well and responding to the programme / interests of the chn Most of the children are arriving between 12.00 and 12.15pm time, so remaining inside for the extra few minutes is working very well
2.3.3	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.	H	Read and be familiar with emergency plans- roles and responsibilities for staff Practise emergency drill termly To practise drill daily for 1 week to cover all the chn Mid term would be suitable Watch fire DVD as this shows information in a visual form	The procedure has been carried out. This is required in relation to emergency and evacuation	Term 2	Early term 2, have been watching the fire DVD Can now use our room at St Columba as an alternative for evacuation purposes
2.3.4	Educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect.			New training in 2012 Survey staff to complete training either all together or on an individual basis Organize St Columba computer room for the training if all together	End term 2, 2012	Have checked on training requirements Have surveyed staff and we will complete the training as a team

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

Standard 3.1	The design and location of the premises is appropriate for the operation of a service.	
	Element 3.1.1	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.
	Element 3.1.2	Premises, furniture and equipment are safe, clean and well maintained.
	Element 3.1.3	Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space.
Standard 3.2	The environment is inclusive, promotes competence, independent exploration and learning through play.	
	Element 3.2.1	Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.
	Element 3.2.2	Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the program and allow for multiple uses.
Standard 3.3	The service takes an active role in caring for its environment and contributes to a sustainable future.	
	Element 3.3.1	Sustainable practices are embedded in service operations.
	Element 3.3.2	Children are supported to become environmentally responsible and show respect for the environment.

Quality Improvement Plan for QA 3

Summary of strengths for QA3

Strengths	
3.1	The design and location of the premises is appropriate for the operation of a service.
3.1.1	<p>Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose. The outdoor area had a complete redevelopment 5 years ago. We now are planning to upgrade several sections of the outdoor area for improved learning outcomes and appeal.</p> <p>Adequate fencing and double gate entry for extra security to preschool Children are able to independently access toilet / bathroom facilities at all times Adequate outdoor shade ie” trees and verandah</p>
3.1.2	<p>Premises, furniture and equipment are safe, clean and well maintained. We have paid cleaners for the premises every evening. All the indoor furniture ie all the chairs and tables were replaced 2011, and they are easy to clean and maintain.</p>
3.1.3	<p>Outdoor spaces include natural elements and materials which allow for multiple uses. We have sand, forest, trees, grass, climbing frame for multiple uses, bark, very large shaded verandah</p>
3.1.4	<p>Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use and interaction between indoor and outdoor space. Wheelchair access through gates and the toilet area, wide entrances and easy access in and between the out and indoor areas.</p>
3.2	<p>The environment is inclusive, promotes competence, independent exploration and learning through play</p>
3.2.2	<p>Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the program and allow for multiple uses.</p> <p>Purchase of more equipment as needed to replace or add to existing kits Sets are organized, named and rotated – re-new interest and to allow for a variety of experiences The preschool now has an adequate number and range of resources and equipment. Use of these is monitored and evaluated at staff meetings</p>

Key improvements sought for QA3

Standard/element
3.1.1

Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.

Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
3.1.1	<p>To repair the dusty dry areas</p> <p>To trim the overhanging branches and limbs from the shade cloths overhanging the sand and swing areas</p> <p>To stop the eroding of the dirt from the digging area</p> <p>Wearing away of the path along the top of the mound area to the cubby / climbing frame</p>	M	<p>Contact contractors to give a quote of the jobs specified</p> <p>Discussions ongoing with the G/C, identify budget, costs of each section</p> <p>Work through priorities of this project</p> <p>Rope off the dust patch</p> <p>Path is disintegrating ie bits are falling away from the path</p>	<p>The trees will be trimmed from the over hanging branches and debris removed.</p> <p>Rope off bare area</p> <p>The path will be replaced with an interesting, textured walk way</p> <p>The slope and pipes will be covered Dust areas will be replaced</p> <p>Artificial grass will be added to one of the areas</p>	<p>March 2012</p> <p>March 2012 April 2012</p> <p>April 2012</p> <p>July 2012</p>	<p>Progressing very well</p> <p>Trees trimmed early term 1 2012</p> <p>Path and slope areas on track</p> <p>April completed the path, the slope and associated area</p>

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.

Quality Area 4: Standards and elements

Standard 4.1	Staffing arrangements enhance children's learning and development and ensure their safety and wellbeing.	
	Element 4.1.1	Educator-to-child ratios and qualification requirements are maintained at all times.
Standard 4.2	Educators, co-ordinators and staff members are respectful and ethical.	
	Element 4.2.1	Professional standards guide practice, interactions and relationships.
	Element 4.2.2	Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships.
	Element 4.2.3	Interactions convey mutual respect, equity and recognition of each other's strengths and skills.

Quality Improvement Plan for QA4

Summary of strengths for QA4

Strengths	
4.1	<p>Staffing arrangements enhance children’s learning and development and ensure their safety and wellbeing:</p> <ul style="list-style-type: none"> -indoor and outdoor free play programme, well staffed: support staff, small groups, 1:1, clusters -established, experienced team supporting chn’s wellbeing, health and safety and learning -educator-to-child ratios and qualification requirements are maintained at all times. -all staff have current first aid qualifications -staff and educator records are kept in centre diary -work experience / TAFE placements are signed by family, school and preschool and kept on site
4.2	NQA approvals for site teaching staff
4.2.1	<p>Professional standards guide practice, interactions and relationships</p> <ul style="list-style-type: none"> -demonstrate awareness, knowledge and skills to provide an environment where diversity and difference is acknowledged -resources, photos, posters reflect diversity, difference, Harmony Day, support allocation, bi-lingual support
4.2.2	<p>Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships.</p> <ul style="list-style-type: none"> -work as a team, interchange roles to support each other -respect different perspectives and interests -recognise, affirm certain skills for staff, roles, tasks, recognition of each other’s strengths and skills -ongoing training and development encouraged and undertaken
4.2.3	Individual development plans are in place to support performance improvement
4.3.2	<p>Actions are aligned with DECD principles</p> <ul style="list-style-type: none"> -staff have respectful, reciprocal relationships with each other -skills are acknowledged and permanency has been provided to long term staff -partnerships with families -high expectations -diversity -ongoing learning and reflection

Key improvements sought for QA4

Standard/element [4.2.3]	Individual development plans are in place to support performance improvement
Identified issue	

Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
4.2.3	Individual development plans are in place to support performance improvement	M	Discuss with staff their individual needs Discuss interests of staff Organize any new training / mandatory necessary for qualifications / registrations	Individual development plans are in place Mandated training has occurred Sharing of T&D with other staff	Term 2, 2012 Ongoing 2012	Enrolment in Uni SA literacy course Discussions with individual staff as to interests and requirements



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 developed and maintained with each child.	
	Element 5.1.1	Interactions with each child are warm, responsive and build trusting relationships.
	Element 5.1.2	Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.
	Element 5.1.3	Each child is supported to feel secure, confident and included.
Standard 5.2	Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.	
	Element 5.2.1	Each child is supported to work with, learn from and help others through collaborative learning opportunities.
	Element 5.2.2	Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
	Element 5.2.3	The dignity and the rights of every child are maintained at all times.



Quality Improvement Plan for QA5

Summary of strengths for QA5

Strengths	
5.1	Respectful and equitable relationships are developed and maintained with each child.
5.1.1	-The staff team develop and maintain relationships with the children, families and siblings Interactions with each child are warm, responsive and build trusting relationships -acknowledge each other ie: children /staff -bring a fun and enjoyment element to the relationship
5.1.2	Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning. -we plan to engage so that interactions support the children to gain and develop skills and learning -we encourage and extend children to support acquisition of skills -assessments and progress are recorded, appointments are made with families -educational programme: using BBB and children's interests, developmental levels
5.2	Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.
5.2.1	-work through conflict resolution strategies with the children -discussions with children, respecting children's right of refusal -staff model empathy, praise empathy when displayed by peers -staff use appropriate discipline Each child is supported to work with, learn from and help others through collaborative learning opportunities -this happens through modelling -talking through incidents – aware of the developmental stage of the child / children -encouragement
5.2.2	Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts. -as part of the educational programme model using language to communicate the message to the children -staff know appropriate discipline -remind the children to use their words -talk about the Protective Behaviours strategies that we always talk about -support the children to use the Protective Behaviours strategies for empowerment and resolution in conflict situations -identify children needing more support particularly in emotional and social situations -have discussions with the children incidentally in free play and more explicitly in language groups
5.2.3	The dignity and the rights of every child are maintained at all times.



- respect children's decisions
- observe children's play
- use appropriate manner to remove and or redirect from a situation
- use relaxation time

Key improvements sought for QA5

Standard/element [5.2.1]	Each child is supported to build and maintain sensitive and responsive relationships with other children and adults. Each child is supported to work with, learn from and help others through collaborative learning opportunities.
Identified issue	Strengthen our knowledge and belief to reflect on current theoretical approaches to build sensitivity and responsively to children

Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
5.2.1	Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.	M	Use the RRR resource to look at the relationship scale Training for all staff	Discussions, common understanding of the theoretical approaches used. Staff will have a knowledge of the indicators in the relationship scale and use these confidently in their observations and discussions Staff will have a greater understanding of responding to children's cues	July 2013 Ongoing	Arrange meeting with regional office and local preschools



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 supportive relationships are developed and maintained.	
	Element 6.1.1	There is an effective enrolment and orientation process for families.
	Element 6.1.2	Families have opportunities to be involved in the service and contribute to service decisions.
	Element 6.1.3	Current information about the service is available to families
Standard 6.2	Families are supported in their parenting role and their values and beliefs about child rearing are respected.	
	Element 6.2.1	The expertise of families is recognised and they share in decision making about their child's learning and wellbeing.
	Element 6.2.2	Current information is available to families about community services and resources to support parenting and family wellbeing.
Standard 6.3	The service collaborates with other organisations and service providers to enhance children's learning and wellbeing.	
	Element 6.3.1	Links with relevant community and support agencies are established and maintained.
	Element 6.3.2	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
	Element 6.3.3	Access to inclusion and support assistance is facilitated.
	Element 6.3.4	The service builds relationships and engages with their local community.



Quality Improvement Plan for QA6

Summary of strengths for QA6

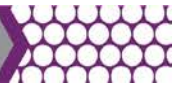
Strengths 6.1	Respectful supportive relationships are developed and maintained.
	<ul style="list-style-type: none"> -enrolment form with information pamphlet -staff present to address questions, sessions, cost, requirements etc -letters to families sent offering a place -families to confirm placement, organize session times -enrolments are stored in a secure cabinet, locked office and monitored site
6.1.2	<p>To Listen and Respond appropriately to families and the Community Families have opportunities to be involved in the service and contribute to service decisions.</p> <ul style="list-style-type: none"> -families are made aware of and encouraged to attend Governing Council Meetings (all are open) -washing, cutting materials at home or at the preschool, newsletters in pockets cleaning manipulative equipment, bring a pet to show, a cooking demonstration, mobile library visit supervision are ways of being involved
6.2.1	<p>The expertise of families is recognised and they share in decision making about their child's learning and wellbeing.</p> <ul style="list-style-type: none"> -invite families to be part of the programme, eg cooking, service providers -parent survey information is acted upon and outstanding issues are addressed -newsletters re: children's progress, involvement in the preschool, expertise in an area etc -informal discussion with families about the learning and wellbeing of the children
6.2.2	<p>Current information is available to families about community services and resources to support parenting and family wellbeing</p> <ul style="list-style-type: none"> -noticeboard about services in our community and nearby venues -pamphlets are copied and placed in the children's pockets -books are available for purchase from several companies on a range of subjects including support for wellbeing -parenting courses are advertised on the parent information board
6.3	The service collaborates with other organisations and service providers to enhance children's learning and wellbeing. <ul style="list-style-type: none"> -arrange for termly CAYHS visits in our new consultation room -regular contact with Autism Australia consultant to support our children's learning needs -contact with our regional DECD special educator to review, plan and work through support requirements -work with DECD speech therapist on needs of the referred children -arrange meetings and support informal conversations between speech therapist and families
6.3.2	<p>Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities</p> <ul style="list-style-type: none"> -transition in the preschool from the special needs support group to the main larger group -support school transition visits -liaise with schools and exchange relevant information to support children's learning -encourage visits from school staff to see the children in their familiar preschool environment



6.3.3	<ul style="list-style-type: none"> -meet with reception staff from local feeder school to review each child's progress, learning style, friendship groups -pass on relevant information to assist learning for children who have transferred to other sites -work with sites where longer transition times will be a significant advantage for the individual child <p>Access to inclusion and support assistance is facilitated.</p> <ul style="list-style-type: none"> -funding support workers every day to assist the learning process -support all referred children to receive time to assist their learning
6.3.4	<ul style="list-style-type: none"> -funding is allocated for extra speech therapy time to assist the children requiring this service -cluster children who did not qualify for support time so that they receive additional assistance <p>The service builds relationships and engages with their local community.</p> <ul style="list-style-type: none"> -St Columba through meetings as our new facility is located on school grounds -relationship with staff from the College with work experience students -Year 12 child study classes from the school engaging with our children on various projects -groundsman from the local college assisting the preschool with various tasks -Playford mobile library with 90% of the children enrolling got borrow books from this visiting service -through the Governing Council and the monthly meetings -demonstrate respect for the needs of families offering options for sessions and full day attendance -Harmony Day celebrations with families involved on the day
6.4.1	<ul style="list-style-type: none"> -OPAL project with the local council on obesity prevention, healthy eating and life options <p>The service takes an active role in caring for its environment and contributes to a sustainable future</p> <ul style="list-style-type: none"> -promoting recycling of paper -toilet taps and toilets now use less water

Key improvements sought for QA6

Standard/element 6.1.1	There is an effective enrolment and orientation process for families.
Identified issue	With same start day and no pre-entry session we will need to review this process
Standard/element 6.1.2	Respectful supportive relationships are developed and maintained.



Identified issue	Families have opportunities to be involved in the service -families may be unaware of ways they can be involved in the preschool
Standard/element 6.3.4	Respectful supportive relationships are developed and maintained.
Identified issue	The service takes an active role in caring for its environment and contributes to a sustainable future Need to drain rain water tank to remove mosquito problems Tidy and weed outside areas Pruning of trees Collection of newspapers
Standard/element 6.1.3	Current information about the service is available to families
Identified issue	Some policies have been written Working through reviewing remaining policies and updating as necessary

Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
6.1.2	Families have opportunities to be involved in the service and contribute to service decisions.	M	Place notes in the newsletter about ways families may become involved Ask families to indicate what they would like to do Find out how the families feel they could contribute	Families approaching staff offering assistance Suggesting ways to contribute Attending Governing council meetings Indicating interest in assisting	March 2012 Ongoing	1 new family attending G/C meetings Positive feedback on the note re involvement Willingness to assist in preparation of materials and resources
6.3.4	The service takes an active role in caring for its environment	L	Research ways we can be more active in caring for the environment List tasks that could contribute to a sustainable future Engage services to carry out the establishment work	List of possibilities Employ contractor to begin the process Discuss with Governing Council any ideas -paper collection drive Start talking with the children about the projects Trees trimmed Tank drained and tap added	Term 2, 2012 April 2012	Have contacted plumbers to look at the rainwater tank Trees have now been pruned Started collection of papers
6.1.1	There is an effective enrolment and orientation process for families.	M	Review the information pack Make a power point re the required information Make a time prior to enrolment for all eligible families to attend.	When the power point is ready for use Time for gathering is finalised Use our new meeting room Feedback from families from the session	Early term 4, 2012 for 2013 intake	Preparation underway
6.1.3	Current information about the service is available to families	H	Work through the required policies Guidelines around the policy Write to suit the preschool DECD generated policies	The completion of the policies Printing and filing of the policies	Term 2 2012 Ongoing	Identification of site policies required

6.1.3	Current information about the service is available to families		Work with Governing Council on policies			
-------	--	--	---	--	--	--

Quality Area 7: Leadership and service management

This quality area of the *National Quality Standard* focuses on effective leadership and management of the service that contributes to quality environments for children’s learning and development. Well-documented policies and procedures, well-maintained records, shared values, clear direction and reflective practices enable the service to function as a learning community. An ongoing cycle of planning and review, including engagement with families, creates the climate for continuous improvement.

Quality Area 7: Standards and elements

Standard 7.1	Effective leadership promotes a positive organisational culture and builds a professional learning community.	
	Element 7.1.1	Appropriate governance arrangements are in place to manage the service.
	Element 7.1.2	The induction of educators, co-ordinators and staff members is comprehensive.
	Element 7.1.3	Every effort is made to promote continuity of educators and co-ordinators at the service.
	Element 7.1.4	Provision is made to ensure a suitably qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning.
	Element 7.1.5	Adults working with children and those engaged in management of the service or residing on the premises are fit and proper.
Standard 7.2	There is a commitment to continuous improvement.	
	Element 7.2.1	A statement of philosophy is developed and guides all aspects of the service’s operations.
	Element 7.2.2	The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement.
	Element 7.2.3	An effective self-assessment and quality improvement process is in place.
Standard 7.3	Administrative systems enable the effective management of a quality service.	
	Element 7.3.1	Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements.
	Element 7.3.2	Administrative systems are established and maintained to ensure the effective operation of the service.
	Element 7.3.3	The Regulatory Authority is notified of any relevant changes to the operation of the service, of serious incidents and any complaints which allege a breach of legislation.

	Element 7.3.4	Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner.
	Element 7.3.5	Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.

Quality Improvement Plan for QA7

Summary of Strengths

Strengths	
7.1	<p>Effective leadership promotes a positive organisational culture and builds a professional learning community</p> <ul style="list-style-type: none"> -appropriate governance through regular governing council management meetings occurs -positive outlook, inclusive practice -staff experience, continually review operations, continue with the things that work, where /if identified plan, implement change -review (add to / replace) equipment, prioritise, plan, purchase resources, both human and physical -training and development of staff
7.1.3	<p>Every effort is made to promote continuity of educators and co-ordinators at the service.</p> <ul style="list-style-type: none"> -established, stable team who work well together -keep staff to allow for continuity for children on support and intervention -families enjoy seeing familiar staff when enrolling siblings -individuals have indicated their interest and plans to continue at the preschool
7.1.4	<p>Provision is made to ensure a suitably qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning.</p> <ul style="list-style-type: none"> -established team with clear goals -structures and expectations are clearly defined and reinforced -parent survey results have indicated support for what is happening t the preschool
7.1.5	All staff have satisfied requirements relating to criminal history, qualifications, supervisor certificates
7.2.1	A statement of philosophy is developed and guides all aspects of the service's operations.
7.2.2	The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement.
7.3	<p>Administrative systems enable the effective management of a quality service.</p> <ul style="list-style-type: none"> -local site specific, DECD regional and State systems are in place and enable the effective operation of the service.
7.3.1	<p>Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements.</p> <ul style="list-style-type: none"> -service's compliance records are up to date and administered through Spotless -kept in locked filing cabinet, locked office, security monitored preschool -records are archived in an orderly, proper system according to guidelines -preschool pays for the services of a qualified accountant for BAS, cheques, account reconciliation / balances

7.3.2

Administrative systems are established and maintained to ensure the effective operation of the service.

- efficient system working well for preventative maintenance eg: air conditioners, security alarm, hot water, paths, exits etc
- all identified jobs are followed up with request for the required tradesman through the system
- breakdown maintenance requests through the hotline are followed up in an appropriate time frame
- systems are maintained to ensure the effective operation of the centre

Key improvements sought for QA7

Standard/element 7.1.2	The induction of educators, co-ordinators and staff members is comprehensive.
Identified issue	Review and update induction folder
Standard/element 7.2.2	The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement.
Identified issue	Ongoing review and discussion around individual development plans

Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
7.1.2	The induction of educators, co-ordinators and staff members is comprehensive.	M	Review induction folder List of requirements List of site specific items Expand information Write up information	Review of induction folder Review current information and write up processes	Beginning Term 2	Have reviewed info and listed what is required to update
7.2.2	The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement.	M	Arrange to meet with staff Work through self-review process Highlight special interests Look at areas for personal development Support access to attend training and development Feedback from staff	Meetings have been held and plans in place Training and development needs have been identified Booking sessions, places Feedback	Mid 2012	