

**Service details**

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| **Service name** | **Service approval number** |
| Olive Phillips Kindergarten |  |
| **Primary contact at service** |  |
| **Melanie Gratton** |  |
| **Physical location of service** | **Physical location contact details** |
| Street: 26 Bodley Street  Suburb: Beaumaris  State/territory: Vic  Postcode: 3193 | Telephone: 95893300  Mobile:  Fax:  Email: |
| **Approved Provider** | **Nominated Supervisor** |
| Primary contact: OPK  Telephone: 95893300  Mobile:  Fax:  Email: | Name: Telephone: 95893300  Mobile:  Fax:  Email: |
| **Postal address (if different to physical location of service)** |  |
| Street:  Suburb:  State/territory:  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. Please nominate the scheduled opening and closing times using 24 hour clock (e.g. 07:30 to 18:00) rather than the actual opening and closing times (e.g. 06:55 to 18:10) if different. 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.

For family day care services or multi-site services, please provide the operating hours of the service office.

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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **Saturday** | **Sunday** |
| **Opening time** | 8:30am – | 8:30am – | 8:30am - | 8:30am – | 8:30am - |  |  |
| **Closing time** | 4pm | 3pm | 4pm | 3pm | 4pm |  |  |

## **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.  School holidays as per school terms, ample parking available in Bodley street of kinder carpark |
| How are the children grouped at your service?  One three year old group and one four year old group |
| Write the name and position of person(s) responsible for submitting this Quality Improvement Plan (e.g. ‘Nominated Supervisor, Cheryl Smith’) |
| 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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| **Olive Phillips Kindergarten Vision**  To involve children and families in building collaborative partnerships in moral and equitable ways within the centre and the wider community.  To recognise children as individuals who along with their families are diverse and have their own set of values, skills, culture, attributes and strengths which are celebrated and nurtured.  To foster innovation, reflective practice and be driven by decisions made based upon current, valid educational research in pursuit of being a best practise centre.  To provide high quality facilities which enable the creation of stimulating learning environments for all children and their families.  To support and develop progressive environmental practices that are at the forefront of sustainability.  **Goals for Olive Phillips Kindergarten**  For children and families to feel safe, welcome, included, valued and respected while at the centre  To operate at national quality standard across all areas of the National framework.  To provide highly skilled, educated staff who are committed to ongoing professional development.  To provide challenging, diverse, stimulating, morally respectful and collaboratively developed programs and educational.  **Philosophy**  The children, families and educators at Olive Phillips Kindergarten believe firmly in a holistic and transparent approach to education. All stakeholders are involved in democratic decision making and everyone is empowered to have a voice and be a part of a collaborative community. Our programs are created in partnership with children, families and educators and we strive to provide nurturing, individual and authentic learning opportunities.  We deeply value the learning environment, showing respect for one another, thinking critically and reflectively and working cohesively. It is with these values and attitudes that we ignite a passion for lifelong learning. We believe in diversity and equity and exploring the world around us in different ways through the arts, language, social, cognitive and physical development.  We create foundations to encourage learning through caring, trusting and reciprocal relationships with one another.  Our curriculum reflects theory and practice from Steiner, Gardner, Piaget, Brunner, Reggio Emilia, Montessori, Vygotsky and Bronfenbrenner and is underpinned by the Victorian Early Years Learning Framework with significant emphasis and value on children, their families and teachers working together to create a community rich in knowledge, skills and attitudes.  Our program is somewhat structured in certain aspects to help children settle in and know what to expect. While we significantly value play we utilise three mat times during the four year old session and two in our three year old program to engage in reflection, topic introduction and practice of skills.  The composition of the four year old day usually looks as follows  Children are greeted by educators at the entrance of the service and at the mat simultaneously. The co educator will begin the session as the educator continues to greet children at the door. A transition activity to help settle the children is always offered at the mat and they are encouraged to come in and find their place with a photo and name. After the initial transition we begin the session with structured explicit teaching. The topics covered are driven by educators, families and most importantly the children. At times we use this time to practice skills that benefit the whole group and can then be revisited throughout the day during play. During others we use it to introduce a topic that may have been observed as an interest and have the children lead the learning.  An example would be that in term one a key focus is identity and looking at who we are and ways of working together. During an initial mat time we might ask the opinions of the children about what they like about themselves.  Our next mat time follows a break for snack and is then usually following at least one play cycle so the children have the opportunity to really immerse themselves in play. Educators at times use this to scaffold, observe and engage in play with the children and often we do this in small groups with half of the group inside and half of the group outside. This allows educators to really get to know the children and help create an environment where children do not feel too overwhelmed. It also allows educators to group children to extend and scaffold one another.  At the end of the day we always regroup again either for some relaxation, games, discussion and reflection. We revisit what we have done at kinder and often what we will be doing the next time we come.  Like all programs the needs of the children dictate the make up of each and every day. Each year we implement staggered snack and true indoor/outdoor programming usually in the second term as the children are settled and used to one another. In some years this works really well and others it doesn’t and we critically reflect on why and how.  We use the Victorian Early Years Framework as our approved framework and each year we discuss and rationalise how we will implement this.  Over the previous years all staff have felt that the expectation and workload has been high so we continue to try different ways to achieve strong outcomes for the children of OPK.  Traditionally we have programmed and documented as follows:  **Curriculum Development Guidelines at OPK**  Educators work collaboratively to use observations of children, the children’s interests and knowledge, families knowledge and the wider community to plan the program at Olive Phillips  We produce a program daily to reflect the dynamic and ever changing needs of the children and spontaneous nature of children.  Each term we follow an overarching outcome for example our focus in term one is identity and helping to get to know the children, their families and vice versa.  While we believe in intentional teaching in play we also value group work and our program reflects our philosophy of working collaboratively and learning from one another.  We use the VEYLDF to articulate the outcomes we assess and are learning within and we document our observations weekly (this has changed from daily) and then critically reflect upon these each fortnight or thereabouts. We do not have focus children as we believe that documentation should be fluid and spontaneous  In the 3 year old program this is monthly due to the small amount of time we have with the children and the observations are fortnightly.  While we have previously used portfolios we are trialling a more report based system that includes the goals for educators, families and the children each term.  A collation of work will still be sent home at the half way point of the year (which has worked well since being introduced) and include a brief description of the learning as it always has.  To complement this 2 parent teacher interviews are conducted in term two and four.  Our cycle of planning is based upon what we see the children need, their interests and family input as well as what we believe children benefit from learning.  We have trialled having the portfolio as a tool for the children to access freely and have found that consistently this has not been something sustainable. Equally we have had portfolios not returned from families so we invite families and children to view portfolios whenever they wish on request.  Program  **Four Year Old –** Program Possibilities **Date – Thursday 19th and Friday 20th March 2015**  **Mat Times**     1. Children to come in and draw what they think might be under the sheet? 2. Use light cube to illuminate diamond shape and see if this prompts recall of shape. 3. Dance to a song about shapes and make them with our bodies 4. Draw something I want to be able to play with at kinder next term 5. Finish off our group rules 6. Discuss what we want to get better at kinder for next term 7. Things at kinder we don’t like and things at kinder we do like 8. Recap stop think do with the children engaging in some role play following educators prompts (cards) 9. Doggy doggy who’s got the bone/bumble bee name game 10. Order of the day 11. Reflection – How did I feel today at kinder and why?   ,  **Intentional Teaching (Teacher Lead)**  Practice pencil grip/fine motor skills by drawing  Assessing and practicing visual processing skills in different ways using light.  Consolidating friendship skills and looking out for others being good friends looking at bucket filling  Learning that we need to be in charge of trying to use strategies to sort out problems with friends calming strategies  Learning that:  We stop  Think  Do  to solve social problems with others  Children’s Interests (Child Lead based on observations)  Building  Water play  Climbing  Mum’s and Dad’s  Other languages  Mermaids  Concrete making  Puppet shows  **Areas for Discovery:**  **Project Table: Finishing friendship hands and starting Easter baskets**  Open ended collage   * Literacy area (books and props ) * Puzzles * Play doh (sensory exploration) * Painting area * Block building area * Drawing table * Square patterns * Kinetic Sand and Bubber (Sensory exploration) * Nuts and bolts twists (fine motor) * Puppet theatre (three billy goats gruff story)   **Outdoors:**  Fishing boat  Sandpit: Cooking, Pipes, Construction, Water  A frames, Monkey Bars, Slide Sandpit, Slide Cubby House, Veggie patch   |  | | --- | | **Identity –**  **Reflect on our actions and consider consequences for others for example by looking at how we must stop when we feel angry or upset think about what we need to do and then do something about it.**  **Community –**  **Are empowered to make choices and problem solve to meet their needs in particular contexts for example by being given the tools to stop think do and use these to help solve or avoid escalation of a problem**  **Wellbeing –**  **Show an increasing capacity to understand, self regulate and manage their emotions in ways that reflect feelings and needs of others for example looking at filling buckets and how we have done so and using appropriate strategies when friendships don’t go as planned**  **Learning –**  **Develop an ability to mirror, repeat and practise the actions of others for example using the actions of educators in role plays and practising the positive strategies suggested in real life situations at kinder**  **Communication –**  **Develop an understanding that symbols are a powerful means of communication for example the symbols used in making the traffic lights to help remind children of strategies that can be used to solve conflict and social difficulties**  **NQS –** standard 1.1 Element 1.1.2 Each child’s current knowledge, ideas, culture, abilities and interests are the foundation of the program  **Practice Principles:** Reflective practice  **Objective: for children to practice fine motor skills such as weaving Easter baskets, drawing and critically reflecting and contributing to the QIP and this process. Continuing to identify how to deal with conflict through strategies. To empower the children to feel that that have the right to not enjoy everything and change these things as well as express what they enjoy**  **Assessment: following instructions and visual processing skills as well as pencil grip, ability to identify diamond, weaving skills. Ability to identify qualities in friends and reference and use of conflict strategies stop think do.** |     C:\Users\msgratton\Desktop\Current OPK Yard.png  Transition reports for the four year old children:   |  | | --- | | Transition Learning and Development Statement – Part 2: the early childhood educator |   This part is to be completed by the child’s early childhood educator.  A Professional Development Booklet: How to write and interpret the Transition Learning and Development Statement is available at **www.education.vic.gov.au/earlylearning/transitionschool/profdevelop.htm** or phone the DEECD Information and Referral Service for your DEECD Regional Office on 1800 809 834   |  |  | | --- | --- | | Name of the early childhood educator | Melanie Gratton | | Position | Early Childhood Teacher | | **The context of the early years setting** | | | Olive Phillips Kindergarten offers educational programs for children ages 3 – 5 years in which children are encouraged to explore their world around them. The children are supported to learn new skills across all domains while encompassing and developing a strong sense of Identity, Communication, Learning, Wellbeing and Community. Together with families, educators empower the children to be at the forefront of their own learning and through meaningful experiences foster free thinking, develop knowledge that all opinions are valued and help children to develop skills for lifelong learning.  The program is delivered for 15 hours per week by qualified early childhood educators and each child attends three sessions including a long day of 6.5 hours. There are 20 children in the four year old group  has attended 3 year old kinder and 4 year old kindergarten at Olive Phillips Kindergarten  **Things that might help the child settle into school**  Attending the Prep transition Program at will give confidence to know what to expect and become familiar with new surroundings.  Having a buddy  **Being in a class with friends from kinder**  Making new friends  Being given time to be heard and the opportunity to learn in smaller groups to help them feel comfortable.  Having opportunities to engage in some favourite learning activities including listening to stories, creative arts, physical education and imaginative play will also assist transition.  Having the support of caring and supportive immediate family  **IDENTITY – The child's sense of identity**  **has demonstrated the ability**  **To feel safe, secure and supported by**   * communicating needs for comfort and assistance * establishing and maintaining respectful, trusting relationships with other children and educators * initiating and joining in play * using effective routines to help make predicted transitions smoothly   **Show emerging autonomy, inter-dependence, resilience and sense of agency by**   * increasingly cooperating and working collaboratively with others * taking considered risks in their decision-making and coping with the unexpected * demonstrating an increasing capacity for self-regulation * approaching new safe situations with confidence * beginning to initiate negotiating and sharing behaviours   **Demonstrate knowledgeable and confident self-identities**   * celebrating and sharing contributions and achievements with others.   **Interact in relation to others with care, empathy and respect**   * showing interest in other children and being part of a group * engaging in and contributing to shared play experiences * express a wide range of emotions, thoughts and views constructively * empathising with and expressing concern for others   **COMMUNITY – The child’s connection with and contribution to their world**  **has shown emerging ability in**  **Belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active civic participation showing the ability to**   * taking action to assist other children to participate in social groups * broadening understanding of the world in which we live * expressing an opinion in matters that affect them * contribute to democratic decision-making about matters that affect them.   **Responding to diversity with respect by**   * becoming aware of connections, similarities and differences between people * listening to others’ ideas and respecting different ways of being and doing * practising inclusive ways of achieving coexistence   **Becoming aware of fairness**   * develop the ability to recognise unfairness and bias and the capacity to act with compassion and kindness * are empowered to make choices and problem-solve to meet their needs in particular contexts * begin to think critically about fair and unfair behaviour   **Being socially responsible and show respect for the environment**   * demonstrate an increasing knowledge of and respect for natural and constructed environments * develop an awareness of the impact of human activity on environments and the interdependence of living things.   **WELLBEING– the child’s sense of wellbeing**  **has shown ability to demonstrate social, emotional and spiritual wellbeing**   * remaining accessible to others at times of distress, confusion and frustration * sharing humour, happiness and satisfaction * seeking out and accept new challenges, make new discoveries, and celebrate their own efforts and achievements and those of others * enjoying moments of solitude * acknowledging and accept affirmation * asserting their capabilities and independence while demonstrating increasing awareness of the needs and rights of others   **Responsibility for health and physical wellbeing**   * recognising and communicating bodily needs (for example thirst, hunger, rest, comfort, physical activity) * combining gross and fine motor movement and balance to achieve increasingly complex patterns of activity * showing increasing independence and competence in personal hygiene, care and safety for self and others * showing enthusiasm for participating in physical play and negotiate play spaces to ensure the safety and wellbeing of themselves and others   **LEARNING – The child’s confidence and involvement in learning**  **has frequently shown**  **Curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity to learning by**   * using play to investigate, imagine and explore ideas * following and extend interests with enthusiasm, energy and concentration * initiating and contributing to play experiences emerging from their own ideas * participating in a variety of rich and meaningful inquiry-based experiences   **emerging ability to problem solve, inquire, experiment, hypothesis, research and investigate**   * make predictions and generalisations about their daily activities, aspects of the natural world and environments, using patterns they generate or identify, and communicate these using mathematical language and symbols * explore their environment * manipulate objects and experiment with cause and effect, trial and error, and motion   **ability to transfer and adapt what is/has been learnt from one context to another by resources learning through connecting with people, place, technologies and natural and processed materials**     * developing an ability to mirror, repeat and practise the actions of others, either immediately or later * making connections between experiences, concepts and processes * engages in learning relationships explore ideas and theories using imagination, creativity and play * uses feedback from themselves and others to revise and build on an idea * uses information and communications technologies (ICT) to investigate and problem-solve   **COMMUNICATION – The child's communication**  **has shown and enjoys**   * **interacting verbally and non-verbally with others for a range of purposes** * **engaging with a range of texts and get meaning from these texts** * **expressing ideas and make meaning using a range of media** * **understands how some symbols and pattern systems work** * **using information and communication technologies to access information, investigating ideas and representing thinking – for example using the Ipad to read interactive stories**   **The Child’s Interests:**  At Kinder   * Is capable of working independently or in groups   She enjoys spending time with a variety of friends   * Has been observed to show some preference as a visual and kinaesthetic learner * Needs to be given time to develop confidence to share and express herself and will need support to encourage her to share her knowledge especially in large groups   **Immediate Family:**  Parent 1:  Parent 2:  Siblings: | | |  | | |  | | |  | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | Social | Emotional | Physical | Cognitive | Language | | √ | √ | √ | √ | \* |  * Language – excellent communication just a small lisp noted and this doesn’t impact speech at all continue to monitor as necessary and w sound replacing r at this stage but age appropriate   Sample report sent home :  **Term One 2015**  **Social/Emotional (Wellbeing, Identity, Community)**  who is very eager to please educators and peers alike. She is thoughtful of others and cares about her peers and enjoys the company of others. has formed a nice friendship with and continues to enjoy company. has shown good ability to be separate from her cousin Mason and we will continue to support her to do this as she has shown is very capable to be comfortable without him. At times displays reluctance and shyness in larger groups however we have been encouraging her to have a go even if she doesn’t know an answer. If you can reiterate this at home that would be fantastic as I am sure you do even setting up opportunity to be wrong yourselves and then displaying unfussed reactions. shows leadership in her play which is great to see however it is important we continue to support her to be inclusive of all friends.  **Physical (Wellbeing)**  displays strong fine motor skills including good cutting ability, interest in writing and drawing with good pencil grip and sound motor skills. Her gross motor skills have not been observed as age appropriate at this stage.  **Cognition (Learning)**  has shown an ability to problem solve and reason with peers and is showing greater ability to do this independently (without educator support). While reserved at times she has a good sense of right and wrong and we are supporting her to develop confidence to continue to assert her ideas in larger groups. She has a strong ability to remember information and follow routines. really enjoys role/dramatic/imaginative play and is showing emerging ability to engage in play at a cooperative level, meaning play with others in meaningful and cooperative ways (most sophisticated way of playing).  **Language (Communication)**  language skills, both expressive (language produced) and receptive (comprehension of language) are sound and articulation (way she forms words) is where expected for age at this stage. This is an area we will continue to monitor. Pragmatic skills (social use of language) are strong and we will continue to support development of this.  **Educator Goals for term two:**  Educators will continue support to continue to practice her gross motor development through challenging her through the environment, specifically the monkey bars and climbing frames/obstacle courses.  Educators will also support to overcome anxiety surrounding giving things a go and not knowing the answer but still having a great try. We will continue to look at calming strategies and role plays around feelings and ways to work through these. We also utilise the phrase might not know but have a go which would be great to be continued at home  Parent Goals:  Child Goals:  As well as this attachment  C:\Users\msgratton\Pictures\checklist three.JPGC:\Users\msgratton\Pictures\checklist two.JPGC:\Users\msgratton\Pictures\checklist one.JPG  Template for documentation   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Child: | I C W L Com | S E P C L | V K M A | Date: |  | |  | Framework | Developmental Area | Learning Type | Observation | Where to next |   Analysis/Reflection:  Where to next planning (additions to the program)  Overarching planning document for the term   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Developmental domain objectives | Learning Objectives | VEYLDF focus | Children’s Current Interests | Parents/Kinder/Community Interests | Learning experiences to extend this |   Social  Emotional  Cognitive  Language  Physical  Each year we have had reflective diaries available to families and trialled them contributing to this and many different methods of delivery with A3 books to email etc. Staff have expressed that this is a lot of work and so we have reduced this to one reflection per term with the program emailed daily (after attendance) and a fortnightly reflection simply outlining what the children have enjoyed at kinder for the week).  See sample of what we have gone from  C:\Users\msgratton\Pictures\Old daily diary.jpg  what we now do:  **Weekly Diary Week Three and Four Term Two 2014**  Finally we have an edition of the weekly diary not sabotaged by technical issues! Apologies for the delay hopefully we are back on track for the term.  Week three began with a fantastic opportunity to visit Beaumaris primary school for an excursion and build partnerships and friendships within our community.  We invited the preps to join us to watch the flying book worm stories and we also had a great time catching up with friends in the other four year old group.  C:\Users\Office1\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Word\IMG_4615.jpg  Both red and blue groups also shared lunch with one another on the day.  We walked with our kinder bags and were spotted out and about in our community by some work men cutting some trees, some of our Mum’s and Dad’s, other friends we knew and even some of our brothers and sisters while at the school.  While we were there we practised for our big city excursion being part of an audience for the Flying Book Worm. We were trip trapping goats in the Three Billy Goats Gruff, swishy swashy grass in Going on a Bear Hunt and monkeys in Caps for Sale. Some of us but not all got to go out the front which helped us learn and remember that we can’t always all have a turn.  During the week we made our own caps from caps for sale and talked about what we enjoyed most from the excursion. We also discussed how we could say thank you to Beaumaris Primary for letting us come and be a part of their school community. We decided via a vote from our own suggestions which enabled contribution to democratic decision making about matters affecting the children (Outcome Two, Community, VEYLDF). The process brought about discussion how it might even be fair that we do both of the suggestions that we came up with and so we will be progressively making some artwork and a card to show our appreciation  The Beaumaris excursion provided a great lead in to our big city trip and helped generate discussion and learning about how to be safe, work collaboratively and respectfully and participate as an audience.  And howfortunate we are to have experienced the Melbourne Symphony Orchestra and all of the learning in the lead up and beyond. The bus ride was most definitely one of the most talked about and exciting parts that the children recalled as well as the sounds the orchestra made. Seeing Jay was also a huge highlight!  C:\Users\Office1\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Word\IMG_4711.jpg  C:\Users\Office1\Pictures\IMG_4683.JPG  Some thoughts on our favourite part of the excursion:  Going on a bear hunt – Lauren  The bus trip – Charlotte  I loved the bus ride to the MSO – Clem  I enjoyed seeing taxis while on the bus – Steven  I enjoyed seeing Jay – Zara  I loved seeing the orchestra – Keegan  I liked watching Jay – Hannah  I loved seeing Jay – Johnny  Seeing Jay – Milo  I Loved all of the noises that were made – Callum  I enjoyed the harp – Casper  I loved the instruments – Harvey  I loved the harp – Billie  Riding the bus – Sam  Going on the bus – Gracie  I liked the xylophone – Luke  Isla – Everything  Oliver – Tuba  Charlie – Cello  Willow- When I was conducting  Bridget –When Willow was conducting  Sam – Timpani  Archie –The bus ride  Mikayla – The harp  The experience provided wonderful opportunity for the children to explore their wider community and environment enabling them to increasingly consider contexts and information beyond their immediate experience (Learning, Outcome Four, VEYLDF). For instance many had never been on a ‘big bus’ before and discussing the rules, bus safety and etiquette in the community is just one learning experience encompassed by the excursion.  Whilst many had not ventured this far in a large group before, the children were fantastic and showed great ability to be out and about in the community, participate as an audience and as an active part of the MSO. It was wonderful to see the children adhere to rules that aid participation and cooperation (Outcome One, Identity, VEYLDF). This was most evident when the children along with Jay were involved in going on a bear hunt, twinkle twinkle and the monkey song as well as being conductors, riding horses and being sea creatures. This enabled children to practise and extend in both dance and drama activities, highlight ability to copy and mirror, combine stillness and movement and share space safely with consideration to others around them (Outcome Three, Wellbeing, VEYLDF).  Following the show Jay and Ben (the conductor) were also generous enough to chat to the children and have a few photos and the orchestra allowed some up close interaction and practise with a Viola and Double Bass.  C:\Users\msgratton\Documents\red group jay.jpg  Red Group – With Jay  Blue Group – with Jay  The chance to be involved allowed the children to develop and sense a feeling of belonging to groups and communities (Outcome Two, Community, VEYLDF) and explore the idea of reciprocal rights for instance as other children attending the performance having to wait our turn in line, making sure we didn’t impede on anyone else’s experience and understanding that as we acted respectfully others afforded us the same respect.  PICTURE REMOVED  Blue Group - Out and about in the community eating our lunch watching and observing goings on around us and practising how to operate within the community  PICTURE REMOVED  Red Group - Out and about in the community eating our lunch watching and observing goings on around us and practising how to operate within the community.  During the lead up to and following the excursion it was so wonderful to discuss with the children what they most enjoyed about the MSO excursion and learn what their favourite instrument was. lt was most gratifying to share with them the enjoyment they showed and creativity and critical thinking in making their own music as an orchestra for instance from the instruments they made.  A strong ability to communicate their experiences and ideas and feelings was observed through the medium of music. For example, children had the opportunity to listen to and assess some classical music by Vivaldi and explain how it made them feel giving the opportunity to express a wide range of emotions, thoughts and views constructively (Identity, Outcome One, VEYLDF).  The words used to describe the piece and how it makes us feel (see link attached) <https://www.youtube.com/watch?v=aFHPRi0ZeXE>  have been outstanding:  Happy – Billie  Dancy – Hannah  Like flying on a dragon – Steven  Happy like when I am at home having breakky with my family – Lukey  Floating in a rocket ship – Milo  Happy – Clem  Happy – Lauren  Like a flying caterpillar – Harvey  Made me feel like I could fly – Callum  I felt like a ballerina falling off her pointe shoes – Charlie  It makes me feel like dancing to the nutcracker – Willow  It makes me feel like getting long hair – Mikayla  Relaxing – Rhys  It makes me feel naughty – Jake  Riding on very fast lava – Tenzin  The music made me think of rain - Noah  To extend the children further they were given time to paint to the music too and explain why they had chosen the colours they did, the ways they had created the brush strokes they had, why they had painted lines, zig zags, dots etc.  Painting to the music brought about rich discussion and attention to detail. For example children represented what they could hear by using light colours for high sounds, dots and sharp lines for fast music and even created patterns in their painting as they thought the music sounded like it had a pattern in it. This highlights emergent understanding in the function and value of visual elements for example by using colour in paintings to express emotions (Communication, Outcome Five, VEYLDF)  C:\Users\Office1\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Word\IMG_4651.jpg  Here described his painting as representing the fast sounds he could hear so he painted sharp lines  Charlotte can hear the music and has painted the representation of it – this is the begging of a note which was described as being like the alphabet for music by blue group friends  Here Isla and Oliver interpret what they are hearing and express it in paint form.  https://mail.google.com/mail/u/0/?ui=2&ik=1267f78363&view=att&th=1461c076b0274cd2&attid=0.1.2&disp=emb&zw&atsh=1  using different colour to express what they are hearing  **Interests of the Children**  Knights  Pet shop  Dragons  Sharks  Mrs Honey’s Hat  Knex  The new fish  Cooking  **Some songs we have been singing**  **I am a music man**  **Going on a bear hunt**  **Twinkle Twinkle Little Star**  **Some books we have been reading**  **I am a music man – Child’s Play**  **Mrs Honey’s Hat – Child’s Play**  **Gustav the goldfish – Dr Suess**  **Three Billy Goats Gruff – generic publisher**  **What your child has been up to:**  Aaron - enjoyed experimenting with the weights of different objects using the scales trying to find the heaviest one and recording his findings with his friend Lachie and was sharing lots of humour in the sandpit with his friends Joey and Charlie.  Abby –shared her expertise and knowledge of our special snakes and ladders game with her friend Isla and recorded the numbers they used on a piece of paper and loved making delicious cakes in the sandpit with her friends Isla, Charlie, Bridget, Willow and Rhys.  Archie –loved creating different characters with the Mr Potato heads and drew a great ‘Tuba’ like instrument he called the ‘Tumba’ on the mat. He also loved ‘The Three Billy Goats Gruff’ story from our excursion to Beaumaris Primary.  Bridget – Enjoyed playing our snakes and ladders game with Isla and Abby showing her excellent counting skills and cooking a delicious apple pie in the sandpit with her friends Isla, Charlie, Bridget, Willow and Rhys. She also showed us her super acting skills being a cheeky money at our excursion for the story ‘Caps for Sale.’  Charlie - has loved her role play this week playing babies and mums with Chloe and Joey and music teachers in the eco cubby with Joey. She was very confident showing us her acting skills being a billy goat at our excursion to Beaumaris Primary.  Chloe –showed her creativity by making a lovely cellophane window picture with help from Mary and loved painting with the watercolours outside with her friend Mikayla.  Eric - Has settled back in to kinder very well and loved practising his throwing skills by knocking down the frog targets with his friend Oliver and playing in the sandpit.  Isla – loved working in the kitchen sandpit making tea and cakes with her friends Charlie, Willow, Bridget, Abby and Rhys and enjoyed painting to the classical music we played at mat time.  Jake - worked together, using his problem solving skills with Rhys to build a ramp inside a shoebox and enjoyed listening to Hairy Maclary at the listening post. He also showed us his confidence by being a cheeky monkey at our excursion to Beaumaris Primary in the story’ Caps for Sale.’  Joey – loved being creative making a cellophane window picture with help from Mary and practising her throwing skills with her friend Oliver by throwing bean bags into the hula hoops.  Lachie –showed us his expertise with numbers whilst recording the weights of different objects in the maths area reading number in the hundreds and thousands! And was very busy as usual in the sandpit.  Mikayla –loved painting to the classical music and whilst enjoying mostly playing alone was enjoying using the water colours to paint pictures and a special rock outside with her friends Jake and Chloe.  Noah –Was using his reasoning skills to consider ways of making some outdoor games safer and  Oliver – Enjoyed listening to Hairy Maclary at the listening post, playing throw the bean bag in the hula hoop with his friend Joey and was showing his kindness by helping Mary sweep up around the sandpit.  Rhys – Spent a long time collaborating with Jake to build a ramp in a shoebox and loved being in the sandpit cooking with his friends Willow (who was his wife), Isla, Charlie, Abby and Bridget.  Sam –really enjoyed building with the Duplo, loved painting a picture to the classical music playing at mat time and showed great concentration building his own guitar.  Tenzin - Enjoyed playing in the Pet Shop with Willow and Venice being the pet dog and using his imagination drew a picture of riding on fire and lava whilst listening to some classical music at mat time.  Venice –Was taking good care of her pet dog ‘Tenzin’ in the pet shop with Willow and loved cooking in the sandpit with her friends Charlie and Joey.  Willow – Was very busy in the sandpit cooking with Isla, Abby, Charlie, Bridget and Rhys who ‘is my husband’ making cakes for three birthday parties and showed her persistence trying to master hula hoop twirling on her arm.  **Billie – showed her love of animals and imaginative play with Zara and Charli outside and making in the making area creating for Mel’s daughter Abbey**  **Callum – expressed excellent rhythm and ability to hear the music and transfer that to show friends what he was hearing as the conductor**  **Casper – showed great turn taking with his friend Milo playing the spider man game with help from Tristan**  **Charli – at the playdoh area created ice blocks for dessert to follow the dinner that Zara was making**  **Charlotte - displayed a great sense of humour with her friend Clem while playing with the princesses and knights castle. Showed ability to play independently while other friends were playing something else she didn’t want to play.**  **Clem –showed great initiative and knowledge transfer reconstructing the knights and princesses castle in the box construction area (making her own) with Charlotte when the castle from kinder kept falling down and playing on the monkey bars outside**  **El – with her friend Lauren at the playdoh table made Jelly and had an in depth discussion about how jelly is made and how it needs to set in the fridge**  **Grace – Presented her contribution to the toy box that she collaboratively made with EL, Char and Clem in front of the class clearly and with confidence.**  **Hannah – made quarters of pizza in the making area with great concentration that inspired friends in the making area to make the same and then cook pizza in the sandpit and make it at the playdoh table**  **Harvs – demonstrated great creativity, pride and concentration making a harp and then strumming it in our orchestra**  **Indy – With friends was the Mummy dragon teaching the babies ( Harvs, El and Steven) to fly.**  **Johnny – showed great creativity in constructing with K’nex along with his friend Milo**  **Keegan – worked collaboratively with Harvey to create an amazing firework picture inspired by a drawing that he did.**  **Lauren – worked with friends to make an amazing toy box in the open ended box construction area and confidently talked to friends about what she had made.**  **Lukey – made a pattern in the playdoh and explained to friends that he had made a pattern then helped his friend Billie make a pattern too.**  **Milo – showed great ability to help his friend Casper get into the play while playing spider man memory game**  **Sam – could not stop smiling at the MSO. Exhibited strong negotiating skills with Tristan while playing the spider man game and good fairness asking Tristan if he would like to start first.**  **Steven – With Tristan discussed the deep and shallow parts of the sea on his painting and created his own.**  **Tristan – showed fantastic creativity painting a picture of the sea after being inspired by Steven and chatted to Steven about the deep parts and shallow parts of his picture.**  **Zara – with Keegan and Harvey showed great physical balance and imagination using the outdoor climbing equipment to re enact a favourite story of hers at the moment, Three Billy Goats Gruff using the equipment for the bridge.**  **Reflection:**  What did we enjoy or learn at kinder  Chloe- I loved the whole thing of going to Beaumaris Primary  Aaron –Walking to BPS and seeing the bricks.  Archie – The Three Billy Goats Gruff  Joey – All of it (excursion)  Abby – The whole thing (excursion to BPS).  **I enjoyed painting a beach picture – Tristan**  **I liked being a leopard chased by some of the boys – Billie**  **I was playing the playdoh – Charli**  **I enjoyed playing the playdoh with Grace – El**  **Where to next:**  Over the coming week at kinder the children will further immerse themselves in what a community is and places they go in their community. This will culminate in a trip out and about in the community (in the next few weeks) to the concourse visiting the local community and community areas. As part of this the children will focus on a particular element of the community based upon their interest in cooking, a pizza restaurant which we will be having at kinder. The children will discuss the ingredients and toppings they would best like to use and then create their own pizza. Pizzas will be sent home after being made at kinder with the children to share with families. |

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** | **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 Area 1: Related sections of the National Law and National Regulations

| **Standard/element** | **National Law (section) and National Regulations (regulation)** |
| --- | --- |
| 1.1 | section 168 Offence relating to required programs |
| 1.1 | section 323 Approved learning framework |
| 1.1 | regulation 73 Educational programs |
| 1.1 | regulation 75 Information about the educational program to be kept available |
| 1.1 | regulation 76 Information about educational program to be given to parents |
| 1.2 | regulation 74 Documenting of child assessments or evaluations for delivery of educational program |

**Quality Improvement Plan for QA1**

Summary of strengths for QA1

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| **Strengths** | The strengths  We believe strongly in purposeful teacher lead intentional teaching periods that deeply involve the children and their ideas, understanding and thoughts. What they feel, want to know, already know and the opportunity to reflect what they have learned is highly considered in the program.  Children’s interests are valued and extended and interwoven into the program and formal teaching is often underpinned by children’s interests.  For example a child’s interest may develop in green slime.  Educators will observe this interest and as soon as practical introduce it into the program.  Educators will incorporate learning areas in the learning environment to further engage the students’ interest and extend learning not only with the child directing this but the adult and peers too.  **Child Lead:**  What do you want to know  What do you already know  What peers can pass on to other peers  **Teacher Lead:**  For example use the opportunity to introduce concepts that children may be unfamiliar with like capacity, volume, solid, liquid, gas, wet, dry concept, ask the children how they think the slime feels (language) to extend learning. Use more knowledgeable peers in this process.  Using the framework educators set objectives using the outcomes and link the learning observed by both children, peers and educators to the outcomes we are trying to achieve. We use the outcomes to ensure children are engaging and showing progress towards these in each area of identity, community, learning, communication, wellbeing.  Families:  We also have found a great way to engage parents which has taken some tweaking but a simple A3 paper with a relevant question related to the program content.  One of our key strengths is inclusion of all children and a strong support network particularly for children on the Autism spectrum.  We have also lobbied and worked to adapt our facility and purchase equipment to help support individual programs for children. |

Key improvements sought for QA1

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| **Standard/element [number]** | 1.2.3 Critical Reflection | |
| **Identified issue** | While we implement this as part of our practice a consistent more whole staff approach needs to be achieved. We have set up a forum electronically for staff to contribute to but this has its challenges to have staff consistently contribute. |

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| **Standard/element [number]** | 1.1.2 | |
| **Identified issue** | Having three children of CALD background at the centre in 2015 has challenged our mindset of our ability to include other non English speaking families and cater to their individual program.  While we have an inclusion policy we have identified we need an ESL policy to help programming etc we also need to publish newsletters, have enrolment forms and information packs in identified languages |

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| **1.2** | Educators and coordinators are focused and reflective in designing and delivering the program for each child | |
| **Identified issue** | More input required as a collaborative unit to create and deliver programs for the children of OPK. While all staff contribute as best they can time constraints make this difficult and the culture that it is the lead educators role alone |

Improvement Plan

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| --- | --- | --- | --- | --- | --- | --- |
| **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** |
| 1.2.3 | To achieve all staff consistently engaging in critical reflection | H | Continue to promote the importance of this to staff and have the director send questions directly weekly for example to staff. | All staff actively contributing to this process | End of Term Two 2015 | This still seems hard to achieve even with reminders, prompts etc. |
| 1.1.2 | To be more flexible and equipped to support a high quality program for ESL children with documentation available in home language | H | Liaise with FKA for example and current families. Create and introduce a specific ESL policy | When children come to the centre and there is a support/knowledge resource for ESL families and strong guidelines to support educators in their programming | End of March 2015 and ongoing to keep current | Liaising with FKA and VIT to help support these families. Some forms already translated |
| 1.2 | To more actively engage all educators to contribute to the program of all children | H | More specified PD around the benefits of this and requirements for all educators to program | All actively contributing to this process | As soon as possible | This is ongoing |
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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 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 Area 2: Related sections of the National Law and National Regulations

| **Standard/element** | **National Law (section) and National Regulations (regulation)** |
| --- | --- |
| 2.1.2, 2.3.1, 2.3.2 | section 165 Offence to inadequately supervise children |
| 2.3.2 | section 167 Offence relating to protection of children from harm and hazards |
| 2.1.3, 2.1.4, 2.2.1 | regulation 77 Health, hygiene and safe food practices |
| 2.2.1 | regulation 78 Food and beverages |
| 2.2.1 | regulation 79 Service providing food and beverages |
| 2.2.1 | regulation 80 Weekly menu |
| 2.1.2 | regulation 81 Sleep and rest |
| 2.3.2 | regulation 82 Tobacco, drug and alcohol free environment |
| 2.3.2 | regulation 83 Staff members and family day care educators not to be affected by alcohol or drugs |
| 2.3.4 | regulation 84 Awareness of child protection law |
| 2.1.4, 2.3.3, 2.3.4 | regulation 85 Incident, injury, trauma and illness policies and procedures |
| 2.1.4, 2.3.3, 2.3.4 | regulation 86 Notification to parents of incident, injury, trauma and illness |
| 2.1.4, 2.3.3, 2.3.4 | regulation 87 Incident, injury, trauma and illness record |
| 2.1.4 | regulation 88 Infectious diseases |
| 2.1.4 | regulation 89 First aid kits |
| **Standard/element** | **National Law (section) and National Regulations (regulation)** |
| 2.1.1, 2.1.4, 2.3.2 | regulation 90 Medical conditions policy |
| 2.1.1, 2.1.4, 2.3.2 | regulation 91 Medical conditions policy to be provided to parents |
| 2.1.1, 2.1.4 | regulation 92 Medication record |
| 2.1.1, 2.1.4 | regulation 93 Administration of medication |
| 2.1.1, 2.1.4 | regulation 94 Exception to authorisation requirement—anaphylaxis or asthma emergency |
| 2.1.1, 2.1.4 | regulation 95 Procedure for administration of medication |
| 2.1.1, 2.1.4 | regulation 96 Self-administration of medication |
| 2.3.3 | regulation 97 Emergency and evacuation procedures |
| 2.3.3 | regulation 98 Telephone or other communication equipment |
| 2.3.2 | regulation 99 Children leaving the education and care premises |
| 2.3.1, 2.3.2 | regulation 100 Risk assessment must be conducted before excursion |
| 2.3.1, 2.3.2 | regulation 101 Conduct of risk assessment for excursion |
| 2.3.1, 2.3.2 | regulation 102 Authorisation for excursions |
|  | **Related requirements** |
| 2.3.3 | regulation 160 Child enrolment records to be kept by approved provider and family day care educator |
| 2.1.1, 2.3.2, 2.3.3 | regulation 161 Authorisations to be kept in enrolment record |
| 2.1.1, 2.1.4, 2.3.2, 2.3.3 | regulation 162 Health information to be kept in enrolment record |
| 2.1.1, 2.1.3, 2.1.4, 2.2.1, 2.3 | regulation 168 Education and care service must have policies and procedures |
| 2.1.3, 2.2.1, 2.3 | regulation 168(2)(a) Policies and procedures are required in relation to health and safety, including matters relating to:  (i) nutrition, food and beverages, dietary requirements; and  (ii) sun protection; and  (iii) water safety, including safety during any water based activities; and  (iv) the administration of first aid |
| 2.1.4, 2.3.3 | regulation 168(2)(b) Policies and procedures are required in relation to incident, injury, trauma and illness procedures complying with regulation 85 |
| 2.1.4 | regulation 168(2)(c) Policies and procedures are required in relation to dealing with infectious diseases, including procedures  complying with regulation 88 |
| 2.1.1, 2.3.3 | regulation 168(2)(d) Policies and procedures are required in relation to dealing with medical conditions in children, including the matters set out in regulation 90 |
| 2.3.3 | regulation 168(2)(e) Policies and procedures are required in relation to emergency and evacuation, including the matters set out in regulation 97 |
| 2.3.2 | regulation 168(2)(g) Policies and procedures are required in relation to excursions, including procedures complying with regulations 100 -102 |
| 2.3 | regulation 168(2)(h) Policies and procedures are required in relation to providing a child-safe environment |
| 2.1.1, 2.1.4, 2.3.3, 2.3.4 | regulation 177 Prescribed enrolment and other documents to be kept by approved provider:  (1)(b) an incident, injury, trauma and illness record as set out in regulation 87  (1)(c) a medication record as set out in regulation 92 |
| 2.1.1, 2.1.4, 2.3.3, 2.3.4 | regulation 178 Prescribed enrolment and other documents to be kept by family day care educator:  (1)(b) an incident, injury, trauma and illness record as set out in regulation 87  (1)(c) a medication record as set out in regulation 92 |

**Quality Improvement Plan for Q2**

Summary of strengths for QA2

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| **Strengths** | Olive Phillips Kindergarten Staff take great pride in the health and safety of all children enrolled and affiliated with the service. One of our major identified strengths has been to maintain two educators at a ratio of 1:10 for the past two years which is below the regulatory requirement and allows supervision to be of the highest level.  All staff each and every year undertake child protection training and build upon knowledge by enrolling in more in depth courses than the previous year.  To ensure protection to children leaving the centre the committee of management has agreed that children must only be collected by an authorised person aged 18 or above. We provide regular education through newsletters, emails and fliers regarding car seat installation including to free fitting days in the community and have traffic safety and water safety as key parts of our program with traffic school and a swimming program. While at the centre children are protected from unknown persons by intercom system and procedures to protect them should a suspicious person approach the premises including code words for staff to know what is expected at these times and this is practised at regular staff meetings. Fire drills, offsite evacuations, lockdown scenarios and child injury scenarios are rehearsed frequently and playground and facilities audits are conducted annually and chemical free pest control is conducted quarterly.  We follow daily and weekly and term checklists for cleaning and OHS and in times of illness outbreak  We send information to families regarding illness occurrence and keep medication and illness records. We analyse data and summarise incindence  Staff also undertake food safety training annually to ensure the best possible standards are upheld.  Hygiene is promoted to families and children through for example hand washing upon entry to the service as well as before and following meal times.  Notification is provided to families each time there is an occurrence of illness and nightly cleaning, disinfecting between sessions and regular toy washing is implemented either at the end of each term or as required when toys are mouthed, illness outbreak or clothing is borrowed for example.  Cough etiquette is constantly embedded in the program and exclusion periods are strictly adhered to. Staff wear gloves at all times necessary and  sponges are colour coded and changed on a regular and needs basis. Spill kits, face masks and cleaning equipment are always available.  Emergency management plan is distributed to relevant parties and displayed at each exit and in outdoor book. First aid kits are available and regularly  restocked/checked as is medication for children with no child allowed to be on premises without their required medication.  For evacuations and excursions we use fluoro rope and vests for the children to remain visible and all staff and volunteers must wear these as well  We allow quiet times for rest and sleep for children and use meditation, music and other quiet activities to help this process. Children are never forced to sleep.  Children’s health needs are of paramount importance with medications easily accessible to adults and taken outside when children go outdoors.  All permanent part time staff are asthma, anaphylaxis, cpr and first aid trained. All staff have police and working with children checks as do the president and vice president. We keep a key register to keep track of who has access to the kindergarten.  We are sun smart approved until the end of 2015. We hold forums and surveys for parents to come along to and contribute their concerns/strengths of safety of children and the premises at least annually. We conduct daily weekly and term checks of premises both indoors and out and have a maintenance person who regularly completes work for us. We have lobbied successfully the local council to provide funding to improve facilities with access to our back yard and visibility in the toilets of  children and ensure utmost supervision.  We have replaced and removed equipment in the outdoor area to reflect new playground standards and the nominated supervisor has  attended PD to learn of the changes.  Healthy eating is promoted by only having fruit or vegetable snack and water provided by families at snack times and providing lunch time suggestions to families and educating the children of the importance of healthy food and drinks in daily discussions. We have changed our approach as the centre used to allow children to share food brought from home however to ensure children aren’t exposed to allergens or poor hygiene we have changes this practice.  Physical activity is promoted daily in group times, games and unstructured play.  We have designated areas with visual aids for the children to explain how many children should be in an area and we speak daily about walking indoors, holding the handrails when using the stairs and communicating needs with educators.  We use chemicals free from harm so the children in most daily cleaning so they can use them to help clean the kinder and be an active part of their health and safety.  We have periodical checks on first aids kids, asthma packs and an epipen on site. In years where there are children with anaphylaxis we have two or more.  We have a locked chemical cupboard and a chemical register on premises with MSDS .  We practice child related incidents in our staff meetings monthly for example what is expected if a child becomes injured seriously outside.  We analyse our incident and injury reports annually and evaluate these for better outcomes.  We also evaluate our fire drills, lockdowns etc. for greater outcomes  Fire equipment and gutters are regularly maintained by council and fire alarms are regularly checked by staff.  Emergency evacuation supplies are stored in front cupboard of premises.  For birthdays we provide new disposable birthday hats and  Children wear helmets when riding bikes at the centre and have access to disposable hairnets when using helmets to prevent spread of lice.  Carpets couches and windows are washed steam cleaned at least twice per annum  We follow policy and procedure and file incident reports as required. We do not administer any medication that is not authorised by a doctor.  Through the newsletter emails and correspondence families are informed of expectations of the safety of children  We do not allow smoking, dogs (unless authorised) or bikes on the premises.  Discussion about implementation of all families requiring a working with children check before being able to come in as parent helpers  Never leaving children in the care of parents/guardians while on duty  No hot food or drinks consumed around the children during session time and taking precautions at kinder events such as all hot drinks with lids  Children are able to access sunscreen and apply it themselves when going outdoors ( later in year usually), they are provided hats if the forget them and there is ample shade for children to play in and they are encouraged to stay in this shade and play outdoors in less uv% times of the day. The website has a UV index for families and staff to access.  Asbestos audit to the highest level with top level investigated but deemed not worthwhile by professional body.  On excursions ratios are adhered to and risk assessments are done prior to going.  Enrolment records contain health documentation actions plans, risk minimisation  We have a system of documentation and responsibility chart of who child protection must be reported to within the centre |

Key improvements sought for QA2

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| **2.2** | Healthy eating | |
| **Identified issue** | One of the biggest barriers we continue to face is continued deviation from the guidelines with healthy eating and allergies.  Families can be very set in their ways with this |

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| **2.3.2** | Every reasonable precaution is taken to protect children from harm | |
| **Identified issue** | Have fire safe keypad locked doors installed in foyer area to provide a barrier between kinder room and front entrance (these are on order but not yet installed) |

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| **2.3.2** |  | |
| **Identified issue** | Exposure outdoors to passers by through outdoor fencing – provide brush fencing/screening for added privacy ( a quote request has been submitted to council) |

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| **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** |
| 2.2 | Obviously families have the right to feed their child what they wish however we must adhere to certain guidelines.  Fruit and vegetable only for snack and healthy foods for lunches | H | It needs to be more clear to families with only a certain list of foods allowed to be consumed at kinder. | Families adhering to healthy eating requirements | ongoing | Continuous |
| 2.3.2 | To ensure a barrier between opening the door and the kinder room for greater security | H | Install doors that are approved and install a coded door | The installation of the doors | End of term One 2015 | Doors ordered |
| 2.3.2 | To maintain privacy and dignity of each child and prevent direct visual access from the public so many aspects into the kinder yard. Brush fencing etc | M | Work with council to see their willingness to contribute to this project or allocate funds as a kinder | Fence screening installed | End of term two 2015 | Council contacted quote in progress  Now achieved |
|  |  |  |  |  |  |  |

Improvement Plan

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 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 Area 3: Related sections of the National Law and National Regulations

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| **Standard/element** | **National Law (section) and National Regulations (regulation)** |
| 3.1.2 | regulation 103 Premises, furniture and equipment to be safe, clean and in good repair |
| 3.1.1 | regulation 104 Fencing and security |
| 3.2.2 | regulation 105 Furniture, materials and equipment |
| 3.1.1 | regulation 106 Laundry and hygiene facilities |
| 3.1.1 | regulation 107 Space requirements—indoor |
| 3.1.1 | regulation 108 Space requirements—outdoor space |
| 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 |
| 3.2.1 | regulation 113 Outdoor space—natural environment |
| 3.1.1 | regulation 114 Outdoor space—shade |
| 3.1.3 | regulation 115 Premises designed to facilitate supervision |
| 3.1.2 | 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 |
|  | **Related requirements** |
|  | Part 3 of the National Law: Service Approval |
|  | regulation 25 Additional information about proposed education and care service premises |
|  | Regulations 41-45 Service waiver and temporary waiver |

**Quality Improvement Plan for QA 3**

Summary of strengths for QA3

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| **Strengths** | The design and location of the service is suitable for operation of service for example we are co located with a maternal health centre and next to a park, tennis club and bowling club. We are also 800m from our biggest feeder primary school and have natural surroundings on a non busy road and with accessibility distance for families to walk to the service.  Both outdoor and indoor spaces are suitable for their purpose for example we have adult sized chairs in the centre to reflect the need for equipment to suitable for its purpose and buildings are maintained dually by council and the OPK committee.  To ensure access to the indoor space we have wheel chair friendly access and have DDA approved toileting facilities for children. We have a vast selection of resources suitable for their purpose and maintained regularly. Premises is safe with locked chemical cupboards, an intercom at the front of the premises, gated kitchen, fire fighting equipment, first aid kits that is regularly checked and maintained through implemented checklists and services. Premises is pest controlled and cleaned everyday. Toys are regularly cleaned, carpets and couches steam cleaned. Grounds are maintained by a maintenance person. Tanbark and sand is regularly raked and replaced. Surfaces are disinfected between sessions including toilets, door handles tables, chairs, trolley etc.  Carpets are vacuumed.  Children are actively reminded to pack and go and reset areas to ensure the next person using the space can get maximum value from the learning area and to take an active role in caring for the learning environment.  Spaces are designed to ensure safety of children for example with visual indicators of how many children can play in one area while allowing indoor and outdoor access and the environment is inclusive by allowing children with additional needs ease of access based upon layout and resources available in the kinder for example weighted teddy bears, sensory cushions, children’s height shelving to promote competence and independence.  Smocks, toilets are of ample number and sinks, access to soap, hand driers are all maximised to allow independence.  Resources and equipment are sufficient with lots of class sets for different resources. They are organised in ways such as colour, visual pictures to enable ease of use for children to self access. Resources are open ended and include natural and recycled materials to help embed understating that there is more than one use for things and this helps contribute to sustainable practices. Sustainable practices such as composting, the use of a water tank for toilet water and buckets to limit water used are used. Children are supported to become environmentally responsible with electricity monitors, bin buster, power rangers active roles in the program. They are encouraged to respect nature and observe it in a natural open space outdoors where it is arranged to maximise environmental value.  Continually planning to improve environment by engaging architects to draw up a yard plan, working with council to upgrade accessibility, actioning the purchase of new cubby, stove, fridge and installation of new rubber ground cover and a grass patch that provides natural grass that the children sow and grow themselves and up grade of veggie patch planning to create digging patch, new fencing and privacy screen. The service maintains large open space both indoor and out and we have actively sought to work with council through discussions to seek use of the park to give greater outdoor open space for unstructured play.  Children to be involved in beach foreshore planting program at Beaumaris beach to learn more about sustainable environment and embed such practices. Membership to recycled art and resource rescue to help use recycled materials in the centre.  We have investigated the switching of providers of electricity to monitor our use age with the children  We have hand dryers instead of paper towels for the children to dry their hands thus reducing paper waste. We use email for all enrolments and most of our correspondence to families. We compost and have a worm farm we used old paper for the children to draw on. We use environmentally friendly chemicals where possible. We use excess in nature for materials in the program. |

Key improvements sought for QA3

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| **3.3.2** | Children are supported to become environmentally responsible | |
| **Identified issue** | Water use by children while outside not being linked to a sustainably friendly source seeking water pump |

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| **3.2.1** | Outdoor spaces are designed…. | |
| **Identified issue** | Lack of dirt/mud for children to engage in natural environment |

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| **3..1.3** | Facilities are designed…. | |
| **Identified issue** | Amphitheatre inhibits play space and flexible use |

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| **3.1.1** | Outdoor and indoor spaces are suitable for their purpose | |
| **Identified issue** | There is a lack of open running space for children due to yard size |

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| **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** |
| 3.32 | Water connected to water tank and accessible by pump | M | Liaise with Rainwell to get donation or best price and have a family member install the well | Installation of pump | Term Two 2015 | Rainwell contacted by Frances still in progress |
| 3.2.1 | Mud pit for the children | H | Look for donations of soil and equipment through bayside hub and Bunnings  Shane/Kieran to build | Mud Pit | Ongoing | This has been on the agenda for three years |
| 3.1.3 | Amphitheatre cover | M | Liaise with Men’s shed to seek a community partnership | Cover built | Term Four 2015 | Stalled men’s shed could do look to advertise on hub |
| 3.1.1 | Lack of open running space | M | Revisit discussion about park gate and better fencing to enable acquisition of use of some of the park area  Search for grant | Access achieved | Ongoing | Continue to ask |

Improvement plan

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

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| **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 Area 4: Related sections of the National Law and National Regulations

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| **Standard/element** | **National Law (section) and National Regulations (regulation)** |
| 4.1 | regulation 169 Offence relating to staffing arrangements |
| 4.1 | regulation 118 Educational leader |
| 4.1 | regulations 119–120 Age and supervision requirements |
| 4.1 | regulations 121–124 Minimum number of educators required |
| **Standard/element** | **National Law (section) and National Regulations (regulation)** |
| 4.1 | regulations 125–128 Educational qualifications for educators |
| 4.1 | regulations 129–135 Requirements for educators who are early childhood teachers |
| 4.1 | regulation 136 First aid qualifications |
| 4.1 | regulations 137–143 Approval and determination of qualifications |
| 4.1 | regulation 144 Family day care educator assistant |
| 4.1 | regulations 145–15 Staff and educator records—centre-based services |
| 4.1 | regulation 153 Register of family day care educators |
| 4.1 | regulation 154 Record of staff, family day care coordinators and family day care educator assistants |
|  | **Related requirements** |
| 4.1 | section 161 Offence to operate education and care service without nominated supervisor |
| 4.1 | section 162 Offence to operate education and care service unless responsible person is present |
| 4.1 | section 163 Offence relating to appointment or engagement of family day care coordinators |
| 4.1 | regulations 46–54 Supervisor certificates |
| 4.2 | regulation 55 Quality improvement plans |
| 4.1 | regulation 168(2)(i) Policies and procedures are required in relation to staffing including a code of conduct for staff members; determining the responsible person present at the service and the participation of volunteers and students on practicum placements. |

# **Quality Improvement Plan for QA4**

Summary of strengths for QA4

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| **Strengths** | **Staffing arrangements enhance children’s learning and development and ensure their safety and wellbeing.**  **The staffing arrangements at OPK reflect the value we place on quality learning experiences and education. Since 2013 we have maintained a 1:10 ratio of children in each of our groups as the maximum. Prior to this we had a maximum of 22 children per group.**  **We have also developed a team teaching model and shared co educator roles which helps the children build relationships with trusted adults with different skills and strengths. It also means that for example our three year old group that is team taught by two different lead educators then build relationships with both educators who also teach the four year old groups and then benefit from the continuity of lead educator from three to four year old kinder. With all educators getting to know all groups of children, children are able to maintain usual routine when their lead teacher is absent as they have well established relationships with all educators.**  **Given the ratio of educator to children being effectively 10 children under the current regulation small groups while always maintaining ratios are also possible thus enhancing children’s learning as educators can spend more quality time and divide attention with children.**  **All staff are certificate three trained (coeducators) and all lead teachers have early childhood degrees and working towards masters qualifications.**  **Our lunchtime reliever is also Bachelor Qualified.**  **Educators and staff members are respectful and ethical with professional standards as teachers, from the VEYLDF framework, the charter of human rights of the child, Melbourne declaration and practice principles guiding our conduct and an annual reflection individually in self evaluation and peer reviews.**  **Educators use staff meetings and professional development as well as daily practice to work together and affirm, challenge and learn from one another. Working in team teaching roles has enabled this significantly and peer review has allowed for improved practice and relationships with one another and therefore the children and families.**  **Interactions frequently convey mutual respect, equity and recognition of each other’s strengths with opportunity for all staff to contribute to programming, observations of children and valued for their expertise in identified areas**  **For example:** Areas of Strength Staff: NQS AREA 4  See these people for these areas   |  |  | | --- | --- | |  | Expertise in psychology and behaviour, child development | |  | Expertise in creativity artistic ideas and regulations | |  | Expertise in networking and partnership building and development, autism | |  | Expertise in liaising with other kinders and routines of kinder | |  | Expertise in diversity in children | |  |
|  | Educator-to-child ratios and qualification requirements are maintained at all times. |  |
|  | **Educators, co-ordinators and staff members are respectful and ethical.** |  |
|  | Professional standards guide practice, interactions and relationships. |  |
|  | 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. |  |
|  | Interactions convey mutual respect, equity and recognition of each other’s strengths and skills. |  |

Key improvements sought for QA4

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| **4.2.2** | Educators , staff members ….. | |
| **Identified issue** | Having educators contribute more to staff forum |

Improvement plan

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| **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** |
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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

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| **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 Area 5: Related sections of the National Law and National Regulations

| **Standard/element** | **National Law (section) and National Regulations (regulation)** |
| --- | --- |
| 5.2 | section 166 Offence to use inappropriate discipline |
| 5.1, 5.2 | regulation 155 Interactions with children |
| 5.2 | regulation 156 Relationships in groups |
|  | **Related requirements** |
| 5.1, 5.2 | regulation 73 Educational program |
| 5.1, 5.2 | regulation 74 Documenting of child assessments or evaluations for delivery of educational program |
| 5.1, 5.2 | regulation 162(2)(j) Policies and procedures are required in relation to interactions with children, including the matters set out in regulations 155 and 156 |

**Quality Improvement Plan for QA5**

Summary of strengths for QA5

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| **Strengths** | Educators take pride in their interactions and relationships with children. We have a strong orientation process to build solid foundations to relationships and we visit children at home if necessary. We take time to build trusting relationships by greeting children at the door of the service each time they attend and starting with mat time so we can engage and discuss anything that might be of interest, allow the children to tell educators things and educators to ask questions and share quality interaction to set the tone for the day. Relationships are responsive to children and their interests and educators have smaller group times to help build those interactions and spend one on one time with children. To help build relationships we show trust in the children and acknowledge their innate kindness and goodness and encourage them to work collaboratively. We acknowledge and find out their expertise and talk about feelings and emotions and provide comfort support and care.  Small groups allow children the opportunity to engage with educators in meaningful and open interactions and educators interact with children and families to find out  what the children’s interest are initially to help build these interactions and then we play and observe their interests and respond by programming to these.  The opportunity for several mat times per day also helps consolidate this as it allows periods of discussion that can be facilitated by educators to the children and vice versa as well as giving opportunity for educators to highlight and acknowledge the strengths of individuals among their peers which builds a sense of pride and trust that they are being acknowledged and valued for their actions. An example of this would be the bucket filling acknowledgement. Educators discuss how when we be nice and kind to thers  That we will fill our bucket (emotional) and others. By first acknowledging the children filling buckets for others they get a sense of self worth and value which  builds individual relationships and trust but it also is a great segue for scaffolding more capable learners to look out for their peers being bucket fillers which then in turn helps  the children build relationships with one another as they feel happy that a peer has acknowledged them and their kindness. This acts a great building block to **support**  **build and maintain sensitive and responsive relationships with other children.**  **Enrolment stuff what to expect at OPK this year**  **Behaviour management is key to strong trusting relationships and maintaining the dignity and rights of the child. From the first moment we begin kinder we discuss how we are a team and we don’t want to let the team down. We discuss our fears, joys, feelings and emotions and acknowledge that it is ok to feel how we feel. We work on embedding strategies to problem solve and work out our differences to help build and maintain friendships. We take a ground up approach using the importance of role plays and scaffolding or modelling during social interactions and challenges in play. While at times we redirect we ask children to acknowledge how their actions might impact others how they feel etc and ask them to be accountable by asking what they can do to make it better.**  **We give strategies to the children such as stop think do and language such as expected and unexpected with lots of visual prompts and role play to help children make good decisions and build relationships that are harmonious and encourage team work, collaboration and trust. We liaise with psychologists to plan the behavioural learning in the program.**  Families consistently report satisfaction in surveys, verbal feedback and returning to the service or through recommending other families with our interactions and relationships and we believe this is a true strength of OPK. |

Key improvements sought for QA5

5.2.2 Each child supported to manage their own behaviour

Have staff attend ASD PD and psychologist attend staff meeting to discuss Autism and behaviour management needs or these children

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| **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** |
| 5.2.2 | To ensure interactions/strategies help ASD children manage their behaviours and respond to others appropriately | H | On track therapy to facilitate this at next staff meeting | Completion of PD | April 2015 | Booked |
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Improvement plan

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

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| **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. |

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## Quality Area 6: Related sections of the National Law and National Regulations

| **Standard/element** | **National Law (section) and National Regulations (regulation)** |
| --- | --- |
| 6.1, 6.2, 6.3 | regulation 157 Access for parents |
|  | **Related requirements** |
| 6.1, 6.2 | section 172 Offence to fail to display prescribed information |
| 6.1, 6.2, 6.3 | section 175 Offence relating to requirement to keep enrolment and other documents |
| 6.1, 6.2, 6.3 | regulation 73 Educational programs |
| 6.1, 6.2, 6.3 | regulation 74 Documenting of child assessments or evaluations for delivery of educational program |
| 6.1, 6.2, 6.3 | regulation 75 Information about the educational program to be kept available |
| 6.1, 6.2, 6.3 | regulation 76 Information about educational program to be given to parents |
| 6.1, 6.2, 6.3 | regulation 80 Weekly menu |
| 6., 6.2, 6.3 | regulation 86 Notification to parents of incident, injury, trauma and illness |
| 6.3 | regulation 99 Children leaving the education and care service premises |
| 6.3 | regulation 102 Authorisation for excursions |
| 6.1, 6.2,6.3 | regulation 111 Administrative space (centre-based services) |
| 6.1 | regulation 168(2)(k) Policies and procedures are required in relation to enrolment and orientation |
| 6.1, 6.2, 6.3 | regulation 171 Policies and procedures to be kept available |
| **Standard/element** | **National Law (section) and National Regulations (regulation)** |
| 6.1, 6.2, 6.3 | regulation 172 Notification of change to policies or procedures |
| 6.1, 6.2, 6.3 | regulation 173 Prescribed information is to be displayed |
| 6.1 | regulation 177 Prescribed enrolment and other documents to be kept by approved provider |
| 6.1 | regulation 178 Prescribed enrolment and other documents to be kept by family day care educator |
| 6.1, 6.2, 6.3 | regulation 181 Confidentiality of records kept by approved provider |
| 6.1, 6.2, 6.3 | regulation 182 Confidentiality of records kept by family day care educator |
| 6.1, 6.2, 6.3 | regulation 183 Storage of records and other documents |

**Quality Improvement Plan for QA6**

Summary of strengths for QA6

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| **Strengths** | |  | | --- | | There is an effective enrolment and orientation process for families whereby the council is used to submit enrolments and then soon after families accepted to the service are invited to the AGM at which time enrolment forms are to be submitted and checked off by committee members and staff and further information through information evening and orientation are available. Staff send teacher profiles to families so they can have a picture and get to know a little about educators before they start at the service | | Families have opportunities to be involved in the service and contribute to service decisions for example through volunteer parent helping, committee, welcome days, open day, cake stall, winter solstice, art exhibition, grandparents and special friends days, mother’s and father’s day, social representative gatherings, come back to kinder day, end of year celebrations, forums, guest speakers etc. | | Current information about the service is available to families frequently via regular newsletters and emails from staff and committee as well as minutes from meetings and through bayside hub and local school newsletters and bayside council website. | | **Families are supported in their parenting role and their values and beliefs about child rearing are respected.** | | | The expertise of families is recognised and they share in decision making about their child’s learning and wellbeing for example by being part of the program, provided with profiles to fill in regarding their child, being part of goals set for their child, opportunity for parent teacher interviews, communication books. | | Current information is available to families about community services and resources to support parenting and family wellbeing for example through notice boards, emails, fliers. We have also extensively worked with local community providers to support these within our centre for example by the provision of speech therapy services during kinder time and streamlining the referral process. | | **The service collaborates with other organisations and service providers to enhance children’s learning and wellbeing.** | | | Links with relevant community and support agencies are established and maintained | | Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities for example by staff members volunteering their time at the local primary schools one day per week each week to help understand where children will be heading and support children from OPK to smooth transition to primary school. | | Access to inclusion and support assistance is facilitated for example by providing third educators from our own centre staff for children with additional needs in the centre utilising centre funds to ensure continuity of educators that are familiar to the children and enable secure attachment.  Working with and initiating with council to find funding and analysis of feasibility for disability access ramp and lift for greater access. Seeking funds to install acoustic panels for children to make it easier for all children including hearing impaired to access the service.  Developing a working partnership with psychologists and paediatricians to provide talks and streamlined services to assessment and information regarding Autism Spectrum Disorder and OPK staff volunteering their time weekly to learn more by attending these clinics to understand how to facilitate inclusion and access, early identification s and behaviour management to children with ASD. | | The service builds relationships and engages with their local community for example by having community talks at the centre including local primary school staff, speech therapists, paediatricians, parenting experts through networking with professionals and streamlining access to families to allied health. Raising questions and seeking meetings with children’s services and maternal child health as well as surrounding kinder services and further discussion with local council and schools to facilitate the use of the health centre next door to facilitate community services that support families and provide more streamlined service to allow early intervention.  For example we have facilitated and are in discussions to use the adjacent premises to run social skills groups for children in the local community. We have also discussed more extensively the possibility of facilitating a kinder program specific for children with additional needs.  Working with other kindergartens in the area to have joint excursions at the local primary schools to help children engage with the wider community they will be part of in future years when at school.  Provide open days for families to visit the centre and have regular placements of university students  Foreshore planting program at Beaumaris beach to engage with local community and contribute  Work with tennis centre, bowls club and maternal child health |  |  | | --- | | The enrolment process has become more streamlined with all information being sent out online.  The council control enrolments and then handover with lists and we process from here on.  Improvement: It would be great to have an orientation BBQ the previous year for families to get to know educators in the year before their child starts at OPK and this would be followed with the usual orientation of info night, half groups and Kid for the night.  Enrolment could be even more streamlined if we could access records families supply to council and save having to chase and double up.  Enrolment documents attached | | Element 6.1.2  Families have opportunities to be involved in the service and contribute to service decisions.  Families have significant opportunity to be involved in the service through volunteering on the committee, parent helper, parent and family functions.  We also encourage families for instance who have particular heritage or knowledge to share their world with us.  Examples of family involvement include our solstice where parents play guitar and sing while siblings and current children parade lanterns and sing along. | | Element 6.1.3  Current information about the service is available to families.  Information provision is a strength of OPK and we pride ourselves on using and keeping current with technology. Recently we have taken on board a department led initiative Konnective to help keep families connected while away from their child.  Email is very heavily used to inform families | |

Key improvements sought for QA6

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| **6.1.3** | Current information is available to families | |
| **Identified issue** | Difficulty maintaining the website for new families with current information and even being unavailable |

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| **6.1** | Orientation process | |
| **Identified issue** | The orientation process while effective should begin the year before families begin their kinder year not just at the AGM but for the children |

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Improvement plan

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| **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** |
| 6.1.3 | To have the website back up and create a hub of information not just for the kinder but the wider community | H | Find web designer  to oversee | Website active | ASAP | Domain and company chosen  All content collated and ready for upload |
| 6.1 | For 2016 enrolment invite families to a bbq to meet the teachers/ 40th celebration | M | Discuss with staff  Have agreeance  Send invitations | Families attending | September 2015 | Mentioned at staff meeting |
|  | More comprehensive start to centre | H | Three year olds to have home visits longer transition where parent/caregiver stays and receives information on varied topics eg ppp etc, cup of tea and biccies while child goes outside for a play without care giver | Attendance and follow up |  |  |
|  | More comprehensive history in enrolment | H |  | Uptake and return | Enrolment 2016 |  |
|  | Open days more than for council | H | Messy play and story time, Kinder Kraft | If people come | 2016 year | Ongoing |

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

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| **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 Area 7: Related sections of the National Law and National Regulations

| **Standard/element** | **National Law (section) and National Regulations (regulation)** |
| --- | --- |
| 7.1.5 | section 12 Applicant must be fit and proper person (provider approvals) |
| 7.1.5 | section 13 Matters to be taken into account in assessing whether a fit and proper person (provider approvals) |
| 7.1.5 | section 21 Reassessment of fitness and propriety (provider approvals) |
| 7.1.5 | section 109 Matters to be taken into account in assessing whether fit and proper person |
| 7.3.1 | regulations 158-162 Attendance and enrolment records |
| 7.1.5 | regulation 163 Residents at family day care residence and family day care educator assistants to be fit and proper persons |
| 7.1.5 | regulation 164 Requirement for notice of new persons at residence |
| 7.3.1 | regulation 167 Record of service’s compliance |
| 7.1.1, 7.3.1, 7.3.4, 7.3.5 | regulations 168-172 Policies and procedures |
| 7.3.1 | regulations 173-176 Information and record-keeping requirements |
| 7.3.1 | Regulations 177-180 Prescribed records |
| 7.1.1 | regulations 181–-184 Confidentiality and storage of records |
|  | **Related requirements** |
| 7.1.5 | regulation 14 Application for provider approval by individual |
| 7.1.5 | regulation 15 Application for provider approval by person other than an individual |
| 7.1.5 | regulation 16 Matters relating to criminal history |
| 7.2.3 | regulation 31 Condition on service approval - Quality improvement plan |
| 7.1.5 | regulation 46 Application for supervisor certificate |
| 7.2.1, 7.2.3 | regulations 55-56 Quality improvement plans |

**Quality Improvement Plan for QA7**

Summary of Strengths

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| **Strengths** | **Olive Phillips has been fortunate enough to have consistent leadership for a sustained period. The current president has been in that capacity for two years and the previous executive were in place for three consecutive years. This helps allow for effective leadership through relationships being built and enabling systems to be put in place and projects to be seen to fruition and completion. Governance arrangement to manage service is in place with a committee 10 members including a full executive. We also have a paid administration role which looks after the financial responsibilities of the kinder. The committee have monthly meetings and the exec also meet at least this often with the president and director liaising on a weekly basis at minimum. Minutes from each meeting are taken and a staff and committee leadership newsletter is sent out to keep the collaborative partnership between both parties open and communicative. The committee with staff facilitate forums for the families of the service to attend and give their opinion on management and operational areas. Staff undergo induction and committee performs staff appraisals each year with probationary employees after three months. To ensure continuity of educators OPK pays 5% above the Vectaa and pays staff at the highest possible relate in some instances. Staff are also offered performance bonuses. Moreover OPK employs three kindergarten teachers and two cooeducators with cert three training and to show value of staff pay for the training of any ups killing for example paying for diploma course for cert three staff and have paid for overseas travel for research to help promote continuity of staff. Committee overseas the pdep for each staff member and ensures as best practice that police checks are updated annually and we care checked every six months on the register. The committee also ensures all involved are fit and proper and president and Vice President have police checks and wwc. At OPK there is a strong commitment to continue improvement with the committee and staff driving many projects including successful grant approval from Bayside council for facilities upgrade as a more inclusive service driven by the services management engaging architects to design an access ramp which lead to toilet and stairs upgrade. Successful grant application to install acoustic panels for hearing impaired. Leading and driving collaborative partnership with council to facilitate a strong partnership within the community to access OPK and the health centre for family services such as play groups, first aid courses, community talks. Facilitating forums to enable all stakeholders to contribute to the QIP The statement of philosophy, vision, goals has been developed with staff and committee over several meetings. This is based on the current needs and beliefs of families and educators. Aside from appraisals committee effectively follow performance management protocol and work with Elaa and AEU to ensure ethical conduct. Staff both peer assess and self assess and have the opportunity to discuss these with leadership.  At a centre level active contribution to the QIP occurs from children, families, committee and educators through asking the children what they enjoy at kinder and what they want improved or better, having forums, family surveys and liaising with local primary schools to assess the curriculum content that needs improvement or sustaining or removing based upon the transition to school. While there is a paid role for finance and an external accounting firm to process there are administrative systems such as minutes taken, handover meetings to committee, folders collated and information stored on a central computer system and backed up to ensure records are available for future planning and committees. A clear chart of operational order gives understanding to operational responsibility and relationship. There is a strong grievance procedure in place where it is asked any complaints are directed to the nominated supervisor who then informs the President and procedure is then followed to refer to the department if necessary. Department contacts are available for families and the grievances procedure is in operational documents and in the newsletter produced each term. Service practices are reviewed regularly and policies and procedures are reviewed regularly every 3 years or at any time their is regulatory change,  or an incident or new amendment made.** |

Key improvements sought for QA7

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| **7.1.2** | Induction | |
| **Identified issue** | While staff receive an induction the process needs to be more collaborative and comprehensive |

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| --- | --- | --- |
| **7.3.2** | Financial administration more transparent and in line with best practice | |
| **Identified issue** | [Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.] |

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| --- | --- | --- |
| **7.2.3** |  | |
| **Identified issue** | Self assessment done by executive committee and satisfaction feedback for quality improvement outlining satisfaction of role for committee |

Improvement plan

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| --- | --- | --- | --- | --- | --- | --- |
| **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 | More comprehensive induction completed by staff and committee | H | Follow protocols and utilise more prformas | Implementation of this collaboartivley | Ongoing | Discussion with president |
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