

First Tier Review – supporting documentation

Supporting documentation and evidence

First Tier Review applications do not require further evidence. The panel's role is to determine if the rating awarded is reflective of all the information and evidence available at the time of the service's assessment and rating.

A First Tier Review is not a reassessment and re-rating. The panel reviews the information that was available to the authorised officer when issuing the final report and quality ratings. This information includes, but is not limited to:

- the service context form
- self-assessment or quality improvement plan submitted by the service
- evidence that was observed, sighted or discussed during the visit
- feedback provided in response to the draft assessment and rating report.

Panel review

In addition to the information noted above that was available to the authorised officer when issuing the final report and determining the service quality ratings, the panel also reviews the following:

- Assessment and Rating Evidence Summary
- Draft Rating Outcome Summary
- Final Rating Outcome Summary
- Feedback and evidence submitted in response to the draft report
- Response to feedback report
- Any additional notes and evidence submitted with the First Tier Review application

Your First Tier Review application **does not** need to include information and / or evidence that is reflected in the initial assessment and rating documents or your feedback in response to the draft report. The panel will already have access to this information.

Addressing an element to be reviewed

| Identify the element that is 'NOT MET' | Reflect on the content from the report that you wish to have reviewed. Consider factual and succinct reasons you believe your service met the element at the time of the visit | Attach factual evidence which clearly demonstrates how your service was meeting the element at the time of the service visit |
|--|--|--|
| <p>2.1.3</p> | <p>For example</p> <ul style="list-style-type: none"> ✓ Children are provided with daily opportunities to engage in active play at all times of the day ✓ Educators set up environments daily in both indoor and outdoor environments with new or unfamiliar physical activities according to each child's abilities and their level of comfort <p>Avoid</p> <ul style="list-style-type: none"> ✗ broad/general statements ✗ evidence that is not related to the element ✗ Do not include practice that were implemented after the A&R Visit. | <p>For example</p> <ul style="list-style-type: none"> ✓ Consider combining relevant evidence in one attachment per element ✓ Program with planned physical experiences and observations and other learning documentation showing their implementation ✓ Program planning meeting minute ✓ Be mindful of the currency of supporting information and documents provided, to ensure that evidence is reflective of current practices <p>Avoid</p> <ul style="list-style-type: none"> ✗ Photos of children and environments with no context ✗ Evidence from another service which was rated meeting ✗ Evidence that was already submitted |

Ensure any additional evidence demonstrates practice. Clearly label each attachment with the corresponding element. For example,

Element 2.1.3 Evidence.pdf

Addressing an Exceeding Theme to be reviewed

| Identify the theme for review | Include information that clearly describes service practice and how to demonstrate that it is 'over and above' typical and/or regulatory prescribed practices and consistent across the standard. | Attach factual evidence which clearly demonstrates how your service was meeting the exceeding theme at the time of the service visit |
|--|--|---|
| <p>Theme 1</p> <p>Practice is embedded</p> | <p>For example</p> <ul style="list-style-type: none"> ✓ All indoor and outdoor environments have designated quiet and rest areas. Above educator to child ratios allows for an educator to support children in these spaces and provide appropriate supervision for sleeping children. ✓ Children are involved in the development of the monthly menu, educating them about healthy options or healthier alternatives to their suggestions. ✓ Healthy related policies are reviewed and discussed at monthly meetings to ensure they are in line with recommended guidelines and understood by all members of staff. <p>Avoid broad and general statements</p> <ul style="list-style-type: none"> ✗ Practices are embedded ✗ We are committed to promoting a healthy lifestyle ✗ We do 10 minutes sleep checks ✗ Do not include practice that were implemented after the A&R Visit. | <p>For example</p> <ul style="list-style-type: none"> ✓ Consider combining relevant evidence in one attachment per theme ✓ Learning documentation to show children's involvement in menu planning and how educators promoted healthier options ✓ Meeting minutes to demonstrate regular discussion of health policies and procedures <p>Be mindful of the currency of supporting information and documents provided, to ensure that evidence is reflective of current practices</p> <p>Avoid</p> <ul style="list-style-type: none"> ✗ Photos of children/educators and environments with no context ✗ Evidence that is a regulatory requirement, such as a copy of the menu ✗ Do not include evidence that was already considered within the report |

Ensure any additional evidence demonstrates practice. Clearly label each attachment with the corresponding theme. For example,

Standard 2.1 - Theme 1.pdf