



Education

# Early Childhood Education and Care Service

## Quality Improvement Plan

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<b>Service Name</b>	
<b>Service Number</b>	

**“There is no end, this is an ongoing cycle and there is always room to improve”**

Participant, ECE Directorate Sector Focus Group May 2015

## Purpose

A key aim of the National Quality Framework (NQF) is to encourage continuous quality improvement in education and care services and provide families with better information for making choices about their children's education and care.

This quality improvement plan (QIP) has been designed as a workbook to assist you in preparing a QIP specific to your service.

You will be able to develop a QIP by working through and completing each section of this workbook. By regularly updating your plan you will also help ensure that your service meets the requirements of the Education and Care Services National Law and Regulations.

## How to use this workbook

The workbook includes 3 sections for you and your service community to work through:

**Section 1 Philosophy** – A place to record your service philosophy

**Section 2 Self-assessment** – A place to self-assess your service's practices for each of the 7 quality areas and against the requirements of the National Law and Regulations and the National Quality Standard (NQS)

**Section 3 Plan** – A place to prepare a plan for improving your service



## Can I use an alternative QIP template?

Yes. There is no prescribed format for a QIP. If you decide to use an alternative QIP format you need to ensure that the QIP reflects the requirements of the Education and Care Services National Law and Regulations

**Remember, as well as including a service philosophy, self-assessment component and plan for improvement, the National Law and Regulations require that your QIP be:**

- Regularly reviewed, at least annually
- Kept on the service premises or, in the case of a family day care service, at the principal office of the family day care service
- Shared with the families of children enrolled at the service and families seeking to enroll at the service, if requested by them
- Available to be viewed by an authorised officer or the Regulatory Authority upon request

## Section 1 – Your Philosophy

Your service's philosophy describes the core beliefs and values you hold for children and families as they apply to your delivery of quality education and care.

Your service philosophy should be the foundation for your approach to achieving quality outcomes for children and should be clear enough to guide your decision making and service practice.

### Some things to think about when developing your service's philosophy

You can use the following prompts to guide discussion amongst educators, the families and the broader service community to assist in articulating your service's philosophy:

- What are the core values of your service?
- Do you follow a particular educational approach?
- What is important to you, the staff, the children and the families using your service?
- Does your service reflect the wider community?

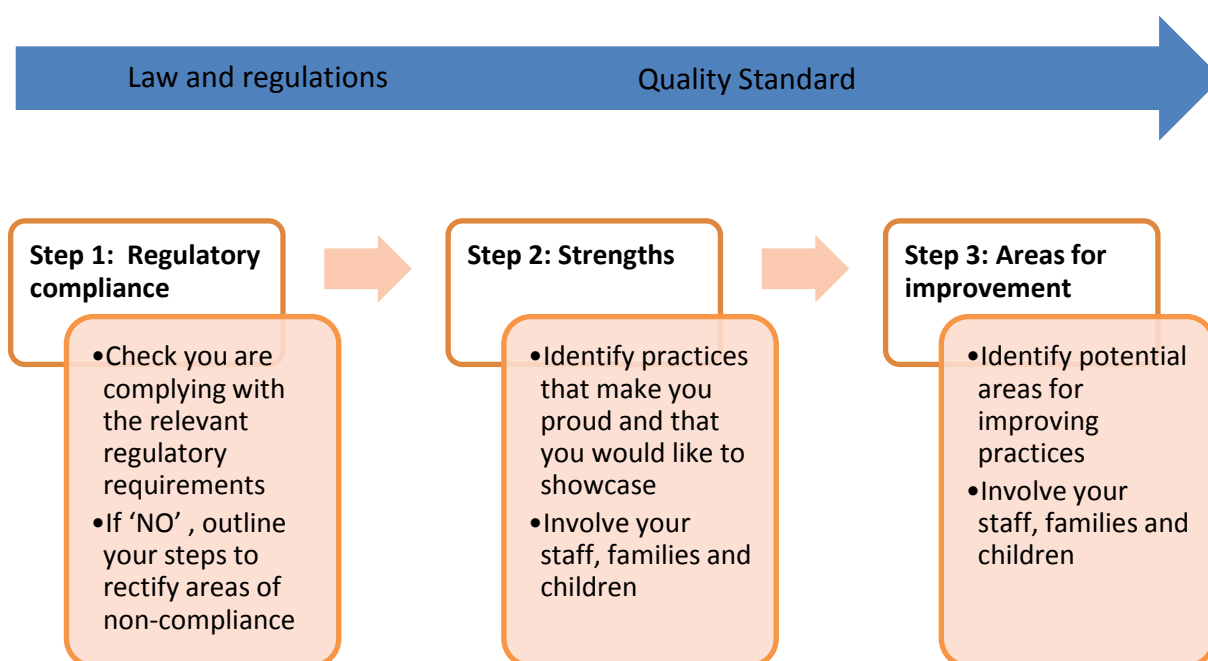
**Insert (or attach) your service philosophy into the space below**

A large, empty rectangular box with a thin black border, intended for the user to insert or attach their service philosophy. The box occupies most of the page's vertical space below the instruction.

## Section 2 – Self-assessment

The benchmark for practice in early education and care services is set by the Education and Care services National Law and Regulations and the National Quality Standard.

This section of the workbook helps you assess your service's practices by assisting you to reflect on those practices and how they contribute to achieving the quality outcomes for children described in the National Quality Standard.



Reflecting on your practices helps you gain a clear picture of the quality of the education and care being experienced by children and families using your service.

### What to think about

- Do you comply with regulatory requirements?
- What do you do really well?
- What could you do better?

These kinds of questions will help you reflect on how your service achieves quality outcomes for children as measured by the National Quality Standard. You do not need to address every standard each time you conduct a self-assessment.

### The benefits of an honest self-assessment

It's important to be realistic and honest when reflecting on your service and how practices relate to the Regulations and the National Quality Standard.

Your QIP is an important tool for identifying areas that could be improved and extended.

## 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.

### Step 1: Assess your compliance with the regulatory requirements

Refer to the relevant sections of the National Law and Regulations

Date of self-assessment :		
Ref. to Law (S) /Regulation (R)	Does your service meet these requirements?	Yes / No
S.323 S168 R.254	Is either the Early Years Learning Framework or My Time Our Place used to guide the development of the program?	
R.73	Have you developed a program that contributes to each child's learning and development outcomes outlined by the learning framework?	
R.74, R274A and s289A	If you have children who are <b>preschool age or younger</b> , do you document: <ul style="list-style-type: none"> <li>An assessment of each child's development, interests and participation in the program?</li> </ul>	
	<ul style="list-style-type: none"> <li>An assessment of each child's progress towards the program outcomes?</li> </ul>	
	If you have <b>school age children</b> , do you document: <ul style="list-style-type: none"> <li>how and why the education program has been developed to support all children to participate in the program.</li> </ul>	
R.75	Is the information about the program displayed in a place at the service that is accessible to parents?	
	Is a copy of the program available for inspection on request: <ul style="list-style-type: none"> <li>At the service for long day care, preschool or outside school hours care, OR</li> <li>At each educator's residence or venue for family day care?</li> </ul>	
R.76	If requested, do you provide families with: <ul style="list-style-type: none"> <li>Information about the content of the program and service routines and how they operate in relation to their children, including their participation?</li> </ul>	
	<ul style="list-style-type: none"> <li>A copy of their children's assessment/evaluation documentation?</li> </ul>	
<b>If you answered 'No':</b> <ul style="list-style-type: none"> <li>You are not meeting the regulatory requirements. You should take immediate steps to rectify this non-compliance.</li> <li>Record your rectification actions in the <i>Response to non-compliance</i> table below.</li> </ul>		

Responses to non-compliance	
Regulation / description	Steps to comply



## Step 2: Identify and record your strengths

What are the practices that make you proud and that you like to showcase?

### Standard 1.1

**The educational program enhances each child's learning and development.**

#### Think about:

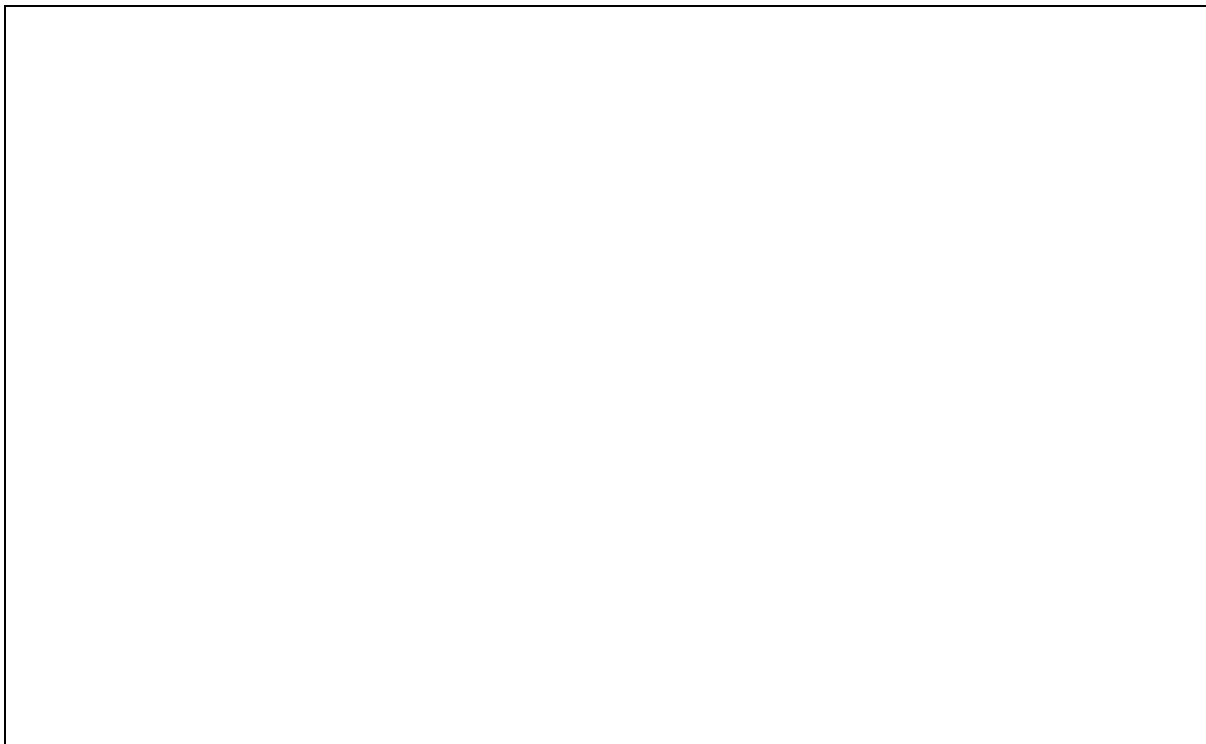
- How do we develop or understand the approved learning framework that we use in our service to foster learning outcomes for all children?
- How do we support all children to progress towards the learning outcomes?
- How do we learn about each child's knowledge, strengths, ideas, culture, abilities and interests?
- How do we make decisions about children's daily experiences and routines, and who is involved in making these decisions?
- How do we use the learning outcomes to guide our goals and subsequent planning for individual children and groups of children?
- How do we plan and implement educational programs that are relevant and engaging for children?
- How do we ensure that experiences and routines are child-centred rather than adult- directed or clock driven?
- How do we support every children's participation in the program?
- What experiences do we provide for children to work independently and collaboratively?
- How do we use conversations and interactions with children to make routine times enjoyable and meaningful learning opportunities?

## Standard 1.2

### Educators facilitate and extend each child's learning and development.

#### Think about:

- How do we demonstrate intention in our practice and how does this impact on outcomes for children?
- How do we reflect on the range of intentional strategies suggested in the approved learning framework/s to support children's development and learning?
- How responsive are we to children's ideas, thinking and interests?
- How do we demonstrate that we value children's ideas, thinking and interests?
- How do we extend the program and experiences begin offered to each child and/or groups of children?
- How can we improve the ways in which we engage children in making decisions about their own learning?
- How do we arrange activities, routines and the physical environment to support children to make choices about what they would like to do and how they will do it?
- Do we provide children with the opportunity to make choices in circumstances where we promote their agency? How are children's voices captured?
- What opportunities are available for children to reflect on their own learning?



**Standard 1.3**

**Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.**

**Think about:**

- How do we ensure that the way we document and plan for children's learning aligns with current approaches?
- How can we work collaboratively with each family to share information about children's learning, development and participation in the program?
- How do we recognise and support continuity of learning at the service, and how does information gathered from each child's home, school or other support services inform planning for continuity of learning?
- What do we do to critically reflect on and evaluate the program, how is this documented and how are our evaluations used to make informed curriculum decisions to improve outcomes for children?
- How do we use critical reflection when discussing programs with colleagues?
- How do we critically reflect on all aspects of pedagogical practice so that quality improvements occur?


### Step 3: Identify areas for improvement.

Identify the areas of your service's practices that you think could be improved or extended upon to raise quality outcomes for children.

How can you:

- Fill the gaps.
  - What don't you do now that you would like to do in the future?
- Improve what you do.
  - What do you do well now that you would like to do better?
- Explore interests.
  - What area of interest would you like to explore further?

Standard	Describe the area for improvement	What goal or outcome do you want to achieve? [Prioritise your area for improvement when you complete Section 3]	Priority (H, M, L)

(To add rows to the table, place your cursor in the last cell on the last row and press 'tab')

## 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.

### Step 1: Assess your compliance with the regulatory requirements

Refer to the relevant sections of the National Law and Regulations

Date of self-assessment:		
Ref. to Law (S) /Regulation (R)	Does your service meet these requirements?	Yes / No
R.90 – 91 R.162	Have you ensured that all educators and families are aware of the medical conditions policy and always follow it?	
R.92-96 R.161	Have you ensured that all educators, families and, where applicable, children are aware of the procedure for administering medication and always follow it?	
R.81/R168(2)(v)	Have you ensured that you meet each child's need for sleep and/or rest?	
R.88	Have you ensured that all educators and families follow the service's policies and procedures around preventing and dealing with the outbreak of infectious diseases?	
R.85-87	Have you ensured that all educators follow service procedures in the event of an accident, injury or illness?	
R.89	Do you have sufficient first aid kits? Have you checked that they are fully stocked and removed all out-of-date items?	
R.78-79	Do you ensure that food and drinks served to children are consistent with your nutrition policy and that children can access water at any time?	
R.77	Is food stored, handled and served safely?	
R.80	Do you display a menu if you provide food at your service?	
S165	Have you ensured that educators are supervising children effectively?	
R.82-83 R.97, R.103 S.167	Have you ensured that all educators follow service procedures designed to ensure the environment is safe and that children cannot access dangerous items?	
R.99	Have you ensured that all educators follow service procedures about the delivery and collection of children from the service?	
R.165-166	Have you ensured that all family day care educators follow service procedures about visitors to the residence or family day care venue?	
R100-102	Have you ensured that all educators follow service procedures in relation to excursions, including obtaining authorisations and conducting appropriate <b>annual</b> risk assessments?	
R97-98	Have you ensured that plans are developed to manage emergencies and evacuations and are displayed near each exit? Are emergency and evacuation procedures practised at least every 3 months?	
R.84/ s162A	Have you ensured that all educators are aware of their child protection responsibilities? Have you ensured that persons in day-to-day charge and nominated supervisors have current child protection training?	
<b>If you answered 'No':</b>		

<b>Date of self-assessment:</b>	
<ul style="list-style-type: none"> <li>You are not meeting the regulatory requirements. You should take immediate steps to rectify this non-compliance.</li> <li>Record your rectification actions in the <i>Response to non-compliance</i> table below.</li> </ul>	

<b>Responses to non-compliance</b>	
Regulation / description	Steps to comply

## Step 2: Identify and record your strengths

What are the practices that make you proud and that you like to showcase?

### Standard 2.1

**Each child's health and physical activity is supported and promoted.**

#### Think about:

- **Wellbeing:**
  - How do we find out about individual children's routines, and ensure that all relevant staff members are informed about these?
- **Health Practices and procedures:**
  - How do we keep informed of, and implement, current practices and guidelines from recognised authorities?
  - How do we find out about individual children's health requirements and ensure that all relevant staff members are informed about these?
  - How do we maintain acceptable level of hygiene while minimising the use of toxic products?
  - How do we ensure that families are informed about and follow the service's policy and guidelines for the exclusion of ill children, as well as communication with families if there is an outbreak of an infectious disease?
- **Healthy lifestyle:**
  - How do we ensure that all educators are familiar with current guidelines about healthy eating, physical activity, rest and safe sleeping?
  - How do we ensure that all educators understand and implement correct procedures relating to food handling, transportation and storage?
  - How do we plan food and beverages to meet the preferences of each child as well as their dietary and nutrition requirements, including during excursions or other special activities?
  - How do we incorporate discussions and activities about healthy eating, physical activity and allergies into children's everyday experiences so that each child is encouraged to make healthy food and beverage choices?
  - How do we plan the program to ensure that there is a balance between planned and spontaneous active play as well as a balance between passive and active experiences?
  - How do we set up the environment and resources to encourage and support children to engage in movement and physical play?
  - How do we plan the program to include opportunities for active play during periods of inclement weather?
  - How do we encourage children to solve problems in relation to physical challenges in the environment?





## Standard 2.2

### Each child is protected

#### Think about:

##### Protecting each child

- How do we identify potential supervision risks in the service?
- How do we plan to ensure that all areas used by children are effectively supervised, including when children are participating in high-risk activities or varying their activities?
- How do we plan to manage supervision of small groups of children who may need to be in a different space from the main group?
- How do we identify, assess, manage and record hazards and potential risks for children, such as potentially dangerous products, plants, objects and animals at the service, and how often do we do this?
- How do we ensure children are alerted to safety issues and encouraged to develop the skills to assess and manage risks to their own safety?
- How do we ensure that all equipment and materials used in the service meet relevant safety standards, including bedding and sun protection resources and equipment?
- How do we conduct risk assessments for potential excursions and plan for children's safety during excursions?
- How do we identify which emergency procedures and specific action plans are required for our service and how often do we practise these? What recognised authorities are consulted in the development of these plans?
- How do we maintain an awareness of the people who have contact with children at the service and/or who collect children from the service?
- How do we keep up to date with current legislation in our state in relation to child protection, and ensure that all staff understand how to report their concerns about child protection issues?



### Step 3: Identify areas for improvement.

Identify what areas of your service's practice could be improved or extended upon to raise quality outcomes for children.

How can you:

- Fill the gaps.
  - What don't you do now that you would like to do in the future?
- Improve what you do.
  - What do you do well now that you would like to do better?
- Explore interests.
  - What area of interest would you like to explore further?

Standard	Describe the area for improvement	What goal or outcome do you want to achieve? [Prioritise your area for improvement when you complete Section 3]	Priority (H, M, L)

### Quality Area 3: Physical environment

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

#### Step 1: Assess your compliance with the regulatory requirements

Refer to the relevant sections of the National Law and Regulations

Date of self-assessment:		
Ref. to Law (S) /Regulation (R)	<b>Does your service meet these requirements?</b>	Yes / No
R.104-115	Have you ensured the services premises, venue or residence meets all regulatory requirements? For example:	
	<ul style="list-style-type: none"> <li>There is the required amount of unencumbered space for the number of children in attendance at the service</li> <li>Arrangements for dealing with soiled clothes, linen and nappies</li> </ul>	
	<ul style="list-style-type: none"> <li>If you have children who are preschool age or younger, have fencing that prevents them going over, under or through it?</li> </ul>	
	<ul style="list-style-type: none"> <li>Are there appropriate toilet, hand washing and nappy change facilities?</li> </ul>	
	<ul style="list-style-type: none"> <li>Is there space for administrative functions and consultation with families?</li> </ul>	
	<ul style="list-style-type: none"> <li>Is there adequate light, ventilation and shade?</li> <li>Are all areas of the premises easily supervised?</li> </ul>	
R.103	Have you ensured that the service premises, venue or residence and all equipment and furniture are safe, clean and in good repair?	
R.113	Have you ensured that children are able to explore and experience the natural environment? For example are there trees, plants and sand?	
R.116-117	If you have a family day care service:	
	<ul style="list-style-type: none"> <li>Have you ensured that all educators' residences or approved venues are safe before children are placed in care, and at least annually?</li> <li>Have you ensured that glazed areas of all educators' residences or approved venues meet the required safety standard?</li> </ul>	
	<ul style="list-style-type: none"> <li>Do you require educators to inform you of any alterations or renovations to their premises?</li> </ul>	
R116 R34(f)(iii).	<ul style="list-style-type: none"> <li>For Family Day Care services operating from avenue, have you submitted an application for approval to operate from a venue?</li> </ul>	
<p><b>If you answered 'No':</b></p> <ul style="list-style-type: none"> <li>You are not meeting the regulatory requirements. You should take immediate steps to rectify this non-compliance.</li> <li>Record your rectification actions in the <i>Response to non-compliance</i> table below.</li> </ul>		

<b>Responses to non-compliance</b>	
<b>Regulation / description</b>	<b>Steps to comply</b>

## Step 2: Identify and record your strengths

What are the practices that make you proud and that you like to showcase?

### Standard 3.1

**The design of the facilities is appropriate for the operation of a service.**

**Think about:**

#### **Appropriate design and upkeep**

- How does the environment support children's learning? What barriers do we need to overcome?
- What processes are in place to monitor the cleanliness and safety of the premises, furniture and equipment?
- How does the design of the environment promote and foster children's learning, development and wellbeing?
- How do we ensure that children are safe entering and leaving the service?
- How does the environment support the access of all children and families enrolled at the service and children who may enrol in the future?

## Standard 3.2

### The service environment is inclusive, promotes competence and supports exploration and play-based learning.

#### Think about:

##### **Inclusive environment**

- Is the environment welcoming, home-like and inviting for children and families (within the constraints of our setting)?
- What opportunities do we provide for children to be involved in planning, setting up and modifying the environment?
- How is the environment equipped and organised to cater for all ages and levels of capabilities?
- How are the backgrounds and cultures of families and the broader community reflected in the environment?
- How can the physical environment be adapted to include all children and provide for their needs and interests?
- How can we create a physical environment that welcomes and respects all children and families, and encourages their participation in learning experiences?

##### **Promoting competence, supporting exploration and play-based learning**

- How can we organise environments and spaces to provide children with opportunities to:
  - play independently as well as promote small and large group interactions?
  - engage in unstructured play?
- How do we plan to use the physical space to support children in building relationships?
- How do we support children's interaction between the indoor and outdoor environments?
- How does the organisation of the indoor and outdoor environment allow for a variety of uses by children and educators?
- How do we arrange indoor and outdoor spaces that support children's access to materials and equipment?
- What adaptations can be made to the environment or additional resources introduced to provoke interest, creativity, sustained shared thinking and collaborative learning?
- How do we provide spaces that promote safe exploration, learning through play and interaction with the environment for children of all ages?
- What equipment do we provide that allows for multiple uses?

- How does the physical environment contribute positively to children's developing autonomy and independence?
- What features in the physical environment encourage open-ended interactions, spontaneity, risk taking, exploration, discovery and connection with nature?
- How do we regularly evaluate the effectiveness of learning environments and draw links to the intended learning outcomes?
- What messages are given to children about how the service cares for the environment?
- What strategies can we implement to support educators to model environmentally responsible practices, and foster children's capacity to value and respect the broader environment?
- How can we access additional information, ideas and strategies to support children to take an active role in caring for the environment and contribute to a sustainable future?
- How do we foster children's capacity to understand, care for and respect the natural environment and the interdependence between people, plants, animals and the land? [Early Years Learning Framework, p. 14; Framework for School Age Care, p. 13]





### Step 3: Identify areas for improvement.

Identify what areas of your service's practice could be improved or extended upon to raise quality outcomes for children.

How can you:

- Fill the gaps.
  - What don't you do now that you would like to do in the future?
- Improve what you do.
  - What do you do well now that you would like to do better?
- Explore interests.
  - What area of interest would you like to explore further?

Standard	Describe the area for improvement	What goal or outcome do you want to achieve? <i>[Prioritise your area for improvement when you complete Section 3]</i>	Priority (H, M, L)

\*To add rows to the table, place your cursor in the last cell on the last row and press 'tab')

## 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.

### Step 1: Assess your compliance with the regulatory requirements

Refer to the relevant sections of the National Law and Regulations

Date of self-assessment:		
Ref. to Law (S) /Regulation (R)	Does your service meet these requirements?	Yes / No
R122-124	Have you ensured that the educator to child ratio is maintained and that only educators working directly with children are included in ratio?	
R.120 R126 R.129-135 R.136	If you are a long day care or preschool or outside school hours care service, <ul style="list-style-type: none"> <li>Have you ensured that educators who are under 18 years of age do not work alone and are adequately supervised?</li> </ul>	
	<ul style="list-style-type: none"> <li>Have you ensured that educators required to meet the ratio hold or are actively working towards the qualifications applicable in your state and territory?</li> </ul>	
	<ul style="list-style-type: none"> <li>Have you ensured that at all times children are in attendance at the service there is at least one person with a first aid qualification available, and at least one person who has completed training in the management of asthma and anaphylaxis?</li> </ul>	
R117A R117B R117C	<ul style="list-style-type: none"> <li>Have you taken reasonable steps to ensure that the nominated supervisors and person in day-to-day charge has adequate knowledge and understanding of the provision of education and care to children and an ability to effectively supervise and manage an education and care service?</li> </ul>	
R.119 R123A R.127-128 R136 R143A R143B R144	If you are a family day care service, <ul style="list-style-type: none"> <li>Have you ensured that all educators and educator assistants are at least 18 years of age?</li> </ul>	
	<ul style="list-style-type: none"> <li>Have you ensured that all coordinators have an <b>approved*</b> diploma level qualification?</li> </ul>	
	<ul style="list-style-type: none"> <li>Have you ensured that all educators have or are actively working towards an <b>approved*</b> certificate III level qualification?</li> </ul>	
	<ul style="list-style-type: none"> <li>Ensure that all educators and educator assistants hold an <b>approved*</b> first aid qualification and have completed an <b>approved*</b> training in the management of asthma and anaphylaxis?</li> </ul>	
	<ul style="list-style-type: none"> <li>How do you ensure each family day care educator engaged by or registered with the service maintains an adequate knowledge and understanding of the provision of education and care to children?</li> <li>Is there a process in place to ensure serious incidents and complaints are adequately addressed?</li> </ul>	

Date of self-assessment:		
	<ul style="list-style-type: none"> <li>Does your FDC Coordinator provide adequate monitoring and support to Educators</li> </ul>	
	<ul style="list-style-type: none"> <li>Have you taken reasonable steps to ensure your Educators have adequate knowledge and understanding of the provision of education and care to children?</li> </ul>	
	If you employ educator assistants, <ul style="list-style-type: none"> <li>Do you ensure you and the educator assistant comply with the requirements of R.144?</li> </ul>	
<b>If you answered 'No':</b> <ul style="list-style-type: none"> <li>You are not meeting the regulatory requirements. You should take immediate steps to rectify this non-compliance.</li> <li>Record your rectification actions in the <i>Response to non-compliance</i> table below.</li> </ul>		

\*Use the [Qualifications Checker](#) on the ACECQA website to ensure educators hold approved qualifications

Responses to non-compliance	
Regulation / description	Steps to comply

## Step 2: Identify and record your strengths

What are the practices that make you proud and that you like to showcase?

### Standard 4.1

#### Staffing arrangements enhance children's learning and development.

#### Think about:

##### Staffing arrangements

- How do our staffing arrangements support each child's learning and development?
- How do our staffing arrangements support educators to direct their full attention to their work with children, including getting to know each child?
- How do our staffing arrangements support consistent practice, including staff members' and children's transitions?
- How does our staffing roster support continuity of care and positive experiences for children on a day-to-day basis?
- How do we inform children and families when an educator is on leave and who will be working with them instead?
- How do we facilitate children's and families' familiarity with relief staff?
- How do we support relief staff to learn about and understand the service's policies, processes?
- How do our staffing arrangements support educators to develop positive and respectful relationships with families?
- How do we provide feedback and support to educators so that they continue to learn and feel fulfilled, resulting in continuity of educators over time?
- How do we engage in reflective practice to support and encourage each other, support ongoing learning and focus on quality improvement?

## Standard 4.2

### Management, educators and staff are collaborative, respectful and ethical.

#### Think about:

- How do we ensure that the service's statement of philosophy reflects the different views, beliefs and values of the team?
- How do we acknowledge the personal strengths, professional experiences and diversity that our colleagues bring to our work?
- What beliefs about relationships between management, educators, coordinators and other staff are reflected in our statement of philosophy?
- How do we promote professionalism, confidentiality and ethical conduct?
- What strategies have we developed to ensure information is appropriately shared between management and service staff?
- How do we use critical reflection to challenge our beliefs?
- How do we promote the personal and collective strengths of our team?
- How do we share the successes of our team with families?
- What opportunities do we provide for educators, co-ordinators and other staff to have conversations and discussions to further develop their skills, or to improve practice and relationships? How do we ensure that everyone's voice is heard and considered?
- What makes our service a positive place to work?
- What strategies do we use to find out how staff members feel about/within our team?
- How effective are the processes we have implemented to resolve any ethical issues that may arise?
- How regularly do we review Early Childhood Australia's Code of Ethics (2016) and our own service's code of conduct and service philosophy to ensure that our practices and policies align with current recognised approaches?



### Step 3: Identify areas for improvement.

Identify what areas of your service's practice could be improved or extended upon to raise quality outcomes for children.

How can you:

- Fill the gaps.
  - What don't you do now that you would like to do in the future?
- Improve what you do.
  - What do you do well now that you would like to do better?
- Explore interests.
  - What area of interest would you like to explore further?

Standard	Describe the area for improvement	What goal or outcome do you want to achieve? <i>[Prioritise your area for improvement when you complete Section 3]</i>	Priority (H, M, L)

## 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. These kinds of relationships free children to explore the environment and to engage in play and learning.

### Step 1: Assess your compliance with the regulatory requirements

Refer to the relevant sections of the National Law and Regulations

Date of self-assessment:		
Ref. to Law (S) / Regulation (R)	Does your service meet these requirements?	Yes / No
R.155	Have you ensured that educators interact with children in a way that <ul style="list-style-type: none"> <li>Encourage children to express themselves and their opinions?</li> </ul>	
	<ul style="list-style-type: none"> <li>Support children to develop self-reliance and self-esteem?</li> </ul>	
	<ul style="list-style-type: none"> <li>Maintain the dignity and rights of each child?</li> </ul>	
	<ul style="list-style-type: none"> <li>Provide positive guidance and encourage acceptable behaviour?</li> </ul>	
	<ul style="list-style-type: none"> <li>Reflect each child's family and cultural values?</li> </ul>	
R.156	Have you ensured that the size and composition of each group of children provides them with the opportunity to interact and develop respectful and positive relationships with each other and with educators?	
<b>If you answered 'No':</b> <ul style="list-style-type: none"> <li>You are not meeting the regulatory requirements. You should take immediate steps to rectify this non-compliance.</li> <li>Record your rectification actions in the <i>Response to non-compliance</i> table below.</li> </ul>		

Responses to non-compliance	
Regulation / description	Steps to comply



## Step 2: Identify and record your strengths

What are the practices that make you proud and that you like to showcase? Standard

### Standard 5.1

#### Respectful and equitable relationships are maintained with each child

##### Think about:

##### Positive relationships

- How do we build close, secure relationships with children of all ages, abilities, genders and backgrounds?
- How do we ensure children feel that they belong and are included in the service, can participate in all learning experiences, and that their contributions are appreciated and recognised?
- How do we learn about individual children's non-verbal cues and communication strategies, and the specific communication requirements of each child? How do we cater for and help each child to reach their potential?
- How do we promote children's social and emotional competence?
- How do we identify and overcome potential barriers to inclusion at the service so that each child's participation is supported?
- How do we respectfully engage in children's play? What roles do we play?
- How do we deliberately, purposefully and thoughtfully interact with children to support their learning?
- What strategies and techniques do we use to extend and build on children's comments and conversations?

##### Dignity and rights of every child

- How do we consider the rights of every child when planning and implementing the program?
- How do we encourage all children to understand their rights and the rights of others?
- How do our service's policies and procedures support each child's dignity and rights?
- How do we identify and minimise the impact of our own biases on our practices and relationships with children and families? How are children's rights considered in these reflections?

## Standard 5.2

### Each child is supported to build and maintain sensitive and responsive relationships

Think about:

#### Supporting sensitive and responsive relationships

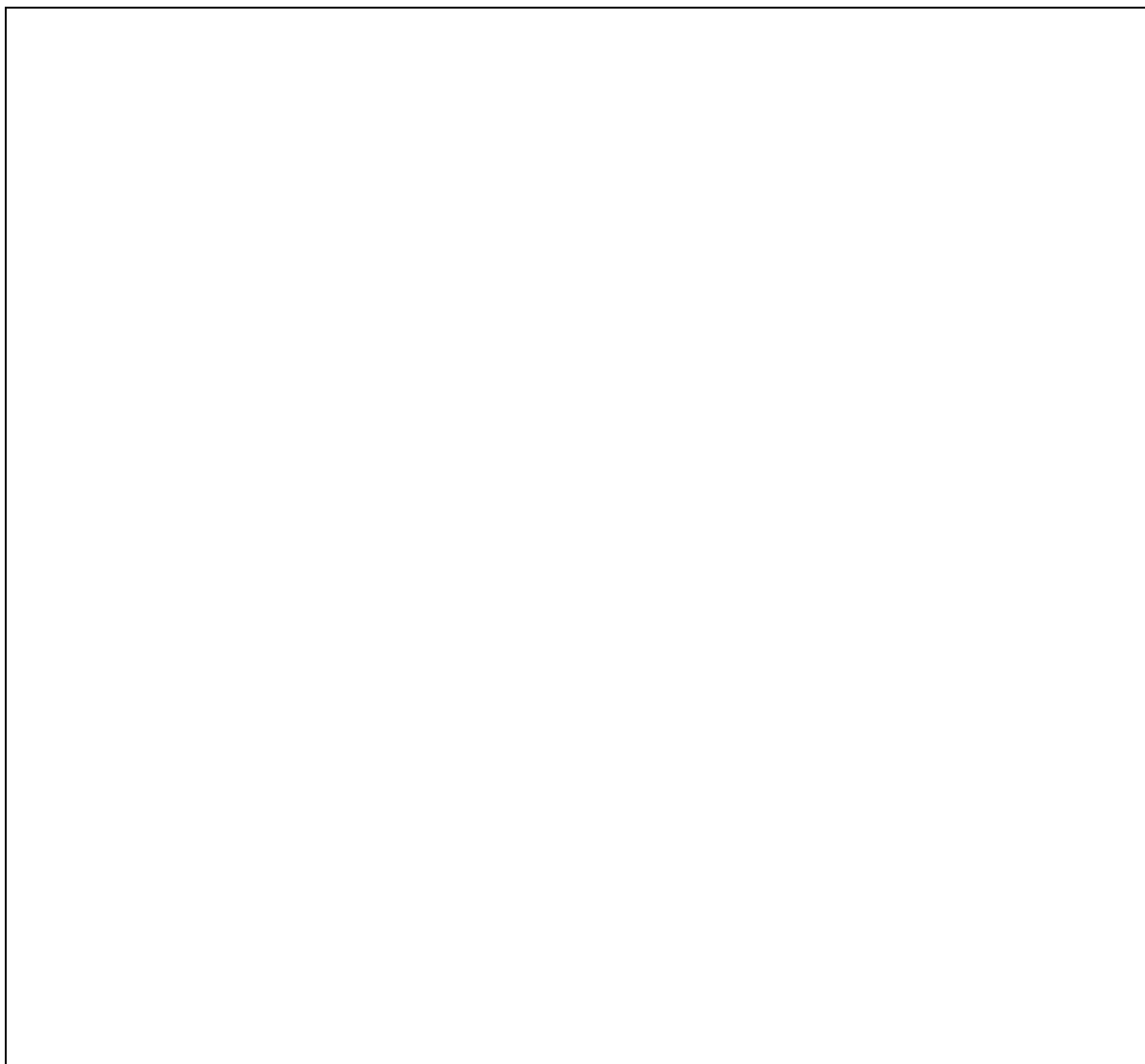
- How do we support children to form and maintain positive relationships with others?
- How is a culture of respect, equity and fairness encouraged in the service? How is this communicated to educators, children and families?
- How do we model positive and respectful relationships for children?
- How do we support children's development and understanding of respectful relationships?
- How do we ensure that the physical environment, program and routines are conducive to the development and maintenance of children's interpersonal relationships?
- How do we promote a sense of community within the service?

#### Collaborative learning

- How do we plan the program and routines to ensure adequate time for children to engage in uninterrupted play experiences and projects of their own choosing, with a variety of peers and adults?
- How do educators plan and create opportunities for children to collaborate with others to progress their learning?
- What opportunities are available for children to initiate their own group learning?

#### Guiding children's behaviour

- How do we support individual children to engage with others in ways that are appropriate for each child's development?
- How do we ensure that our policies regarding interactions with children and behaviour guidance reflect current information about child development and current recognised approaches in guiding young children's behaviour?
- How do we reflect on our own experiences, beliefs and attitudes that may influence the way in which we guide children's behaviour?
- How do we support children to recognise their own emotions and those of others?
- What opportunities do children have to make decisions about rules, expectations and consequences in relation to their own and others' behaviour?
- How do we manage situations where we experience challenges in guiding the behaviour of a child or a group of children?
- How do we work with families, other professionals and support agencies to ensure that behaviour guidance strategies maintain the rights of each child to be included in the environment and program at all times? How are different expectations managed?



### Step 3: Identify areas for improvement.

Identify what areas of your service's practice could be improved or extended upon to raise quality outcomes for children.

How can you:

- Fill the gaps.
  - What don't you do now that you would like to do in the future?
- Improve what you do.
  - What do you do well now that you would like to do better?
- Explore interests.
  - What area of interest would you like to explore further?

Standard	Describe the area for improvement	What goal or outcome do you want to achieve? <i>[Prioritise your area for improvement when you complete Section 3]</i>	Priority (H, M, L)

## 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.

### Step 1: Assess your compliance with the regulatory requirements

Refer to the relevant sections of the National Law and Regulations

Date of self-assessment:		
Ref. to Law (S) /Regulation (R)	Does your service meet these requirements?	Yes / No
R.157	Do you respect the right of parents to enter the service when their child is in attendance unless <ul style="list-style-type: none"> <li>• Allowing the parent to come into the service poses a risk to the safety of children or staff?</li> <li>• Allowing the parent to come into the service would prevent you or educators and staff from carrying out your normal duties, such as supervising children, delivering the program or meeting health and safety needs? or</li> <li>• You reasonably believe that allowing them entry would contravene a court order?</li> </ul>	
<b>If you answered 'No':</b> <ul style="list-style-type: none"> <li>• You are not meeting the regulatory requirements. You should take immediate steps to rectify this non-compliance.</li> <li>• Record your rectification actions in the <i>Response to non-compliance</i> table below.</li> </ul>		

Responses to non-compliance	
Regulation / description	Steps to comply

## Step 2: Identify and record your strengths

What are the practices that make you proud and that you like to showcase?

### Standard 6.1

**Respectful relationships with families are developed and maintained and families are supported in their parenting role.**

#### Think about:

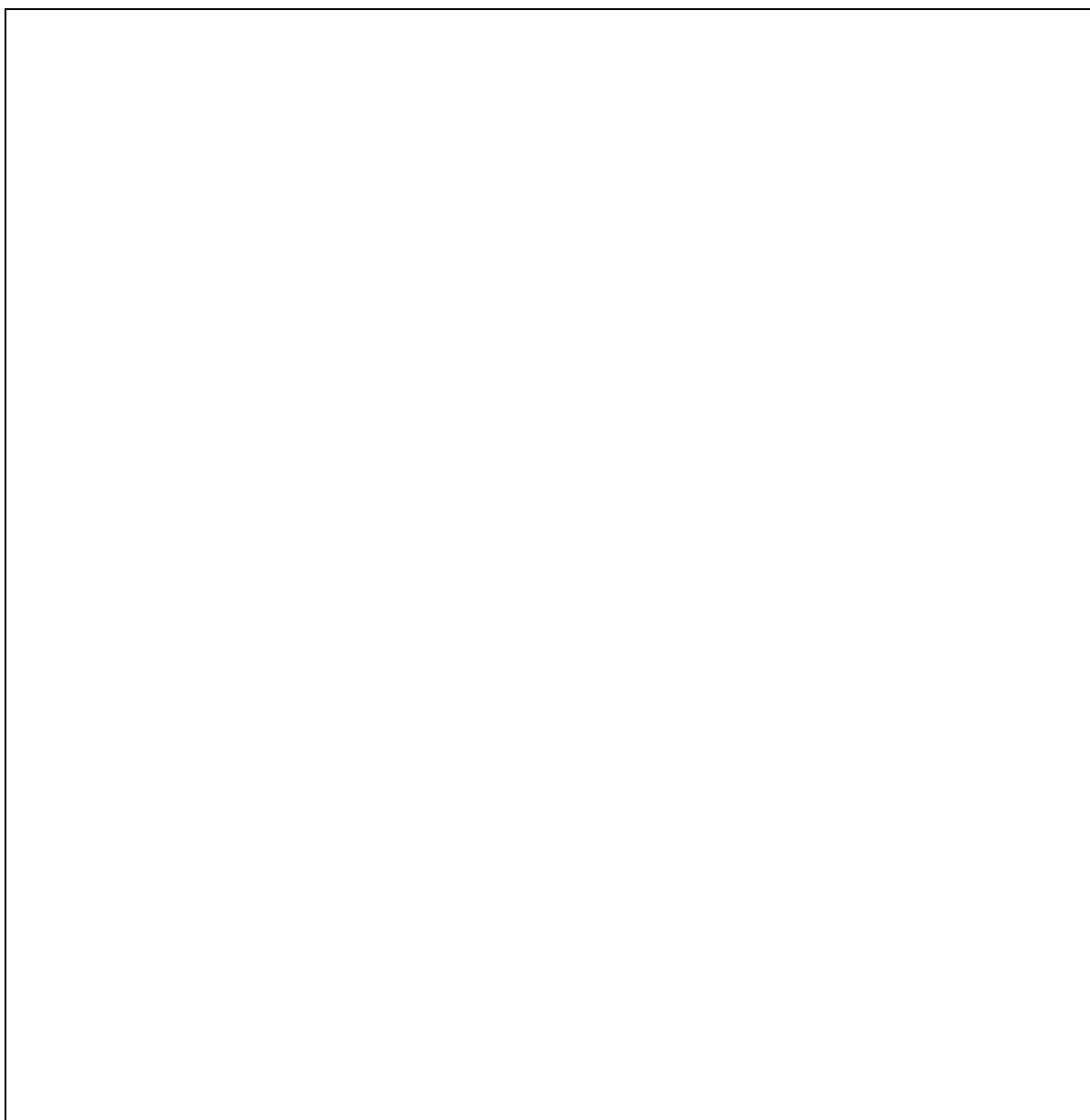
#### Respectful and inclusive relationships with families

- How do we help all families to feel comfortable, welcome and valued at the service?
- Does our concept of family reflect the diversity of family structures in the service and the wider community?
- How could we improve our approach to support relationships with all families?
- How do we promote a common understanding of inclusion?
- How do we promote the benefits and value of inclusion for all children and families?
- How can we engage in genuine partnership with families to challenge and address stereotypical or biased views of family compositions?
- How do we listen to families and include their perspectives in the educational program?
- What role do families play in the service? How can we recognise their contributions?
- How do we share decision-making with families? What decisions can we make together with families?
- How does the information that families provide to the service contribute to operational decision-making?
- How does the service establish and maintain meaningful partnerships with all families?
- How can the service be more accessible to families?
- How do we communicate our philosophy and educational choices with families?
- What strategies are in place for information sharing between families and the service during orientation, settling in and onwards?
- What techniques or strategies do we use to communicate with families who have specific or diverse communication preferences?
- How can we find out if our communication strategies are reaching all families and if they would prefer other methods?

#### Supporting families in their parenting role

- How do we encourage families to contribute to their child's experiences in ways that are meaningful for them?
- How do we learn about children's families and others who are important in their lives?
- How do we respond when families make requests or express concerns?

- How do we find out and share information about the community resources that are relevant to our service and to the children in the service and their families?
- How do we support families to access community services and resources?
- How do we find out what kinds of support would be beneficial to families?
- How do we support and reassure families whose children are using an education and care service for the first time?
- How do we seek information that will assist children to manage separation from their primary caregiver without anxiety?
- 



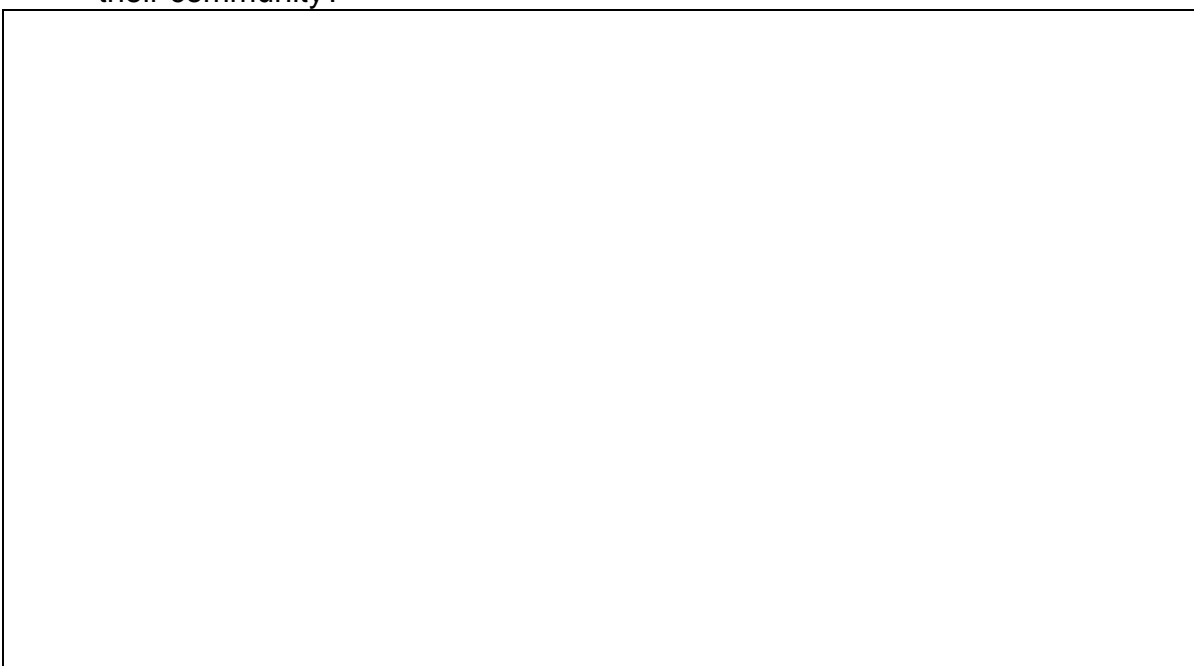
## Standard 6.2

### Collaborative partnerships enhance children's inclusion, learning and wellbeing

#### Think about:

#### Building collaborative partnerships

- How do we share information to support children's learning and development with other services with which the child and family are connected?
- How do we share our knowledge and expertise about children's learning and inclusion with other professionals who are working with children and families enrolled in the service?
- How do we support each child's transition from and to other education and care environments?
- How do we support each child's successful transition to formal schooling?
- In what ways do we work with schools and other community organisations to support children and families? How effective are these strategies and how can we improve them?
- How do we access support for children's specific individual requirements and rights?
- What local resources and networks exist that might connect children and families with the local community?
- How is information and data (for example the Australian Early Development Census) used to build an understanding of the local community?
- What inclusion support services are available to provide tailored advice for our service?
- What is happening in our local community that is relevant to our work with children and families? How can we best be involved?
- How are we assisting children and their families to develop a sense of belonging to their local community?
- How are we supporting children to see themselves as active contributors to their community?







### Step 3: Identify areas for improvement.

Identify what areas of your service's practice could be improved or extended upon to raise quality outcomes for children.

How can you:

- Fill the gaps.
  - What don't you do now that you would like to do in the future?
- Improve what you do.
  - What do you do well now that you would like to do better?
- Explore interests.
  - What area of interest would you like to explore further?

Standard	Describe the area for improvement	What goal or outcome do you want to achieve? <i>[Prioritise your area for improvement when you complete Section 3]</i>	Priority (H, M, L)

## Quality Area 7: Governance and Leadership

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

### Step 1: Assess your compliance with the regulatory requirements

Refer to the relevant sections of the National Law and Regulations

Date of self-assessment:		
Ref. to Law (S) /Regulation (R)	Does your service meet these requirements?	Yes / No
R.173	Have you ensured that all of the information included in R.173 is displayed so that it is clearly visible from the main entrance to your service?	
R.118 R148	Have you ensured that a suitably qualified and experienced individual has been appointed as the educational leader at the service and that this person's name is included in the staff record?	
R. 146 R.147 R.154 R163	Have you ensured that, where applicable, records of working with children clearances are kept for <ul style="list-style-type: none"> <li>• The nominated supervisors, educators, coordinators and staff?</li> <li>• Family day care educator assistants?</li> <li>• Adults living in residences used to provide a family day care service?</li> </ul>	
R55-56 R31	Have you ensured that your Quality Improvement Plan <ul style="list-style-type: none"> <li>• Contains a statement of the service philosophy?</li> <li>• Is reviewed and revised at least annually?</li> </ul>	
R.145-154	Have you ensured that all records relating to staff at the service are maintained and include all of the required information? Including <ul style="list-style-type: none"> <li>• Records for nominated supervisors, each educator, educator assistant, co-ordinator and staff member, volunteer and student?</li> </ul>	
	<ul style="list-style-type: none"> <li>• The name of the educational leader and responsible person?</li> </ul>	
	<ul style="list-style-type: none"> <li>• A record of educators working directly with children?</li> </ul>	
	<ul style="list-style-type: none"> <li>• A record of access to an early childhood teacher (if required by R.152)?</li> </ul>	
R.87 R.158-162	Have you ensured that all records relating to children at the service are maintained, including enrolment records, attendance records, health information, records of illness or accident?	

<b>Date of self-assessment:</b>		
R.92, 99, R.177	Have you ensured that records related to children contain all the required information including authorisations for the administration of medication, medical treatment, the collection of children from the service and excursions?	
R.165	Have you ensured that records of visitors to a family day care residence or approved venue are maintained?	
R.181-184	Have you ensured that records are stored appropriately to ensure confidentiality and are retained for the period indicated in R.183?	
R.29, R.180	Do you keep information about public liability insurance for your service on the premises?	
R. 174-176	Do you ensure that changes to the operation of the service, serious incidents and complaints which allege a breach of Law or Regulations are reported to the Regulatory Authority?	
R.168-169	Do you ensure that all policies required by R.168, and where applicable R.169 are in place and available at the service?	
R. 170	Do you ensure that your policies and procedures are followed?	
R.172	Have you ensured that families are informed at least 14 days before changes are made to service policies or procedures that might have a significant impact on them, including changes in fees and the way they are collected?	
R.185	Have you ensured that a copy of the Law and Regulations can be accessed by educators, staff, volunteers and families, including those seeking to enrol their child at the service?	
<p><b>If you answered 'No':</b></p> <ul style="list-style-type: none"> <li>You are not meeting the regulatory requirements. You should take immediate steps to rectify this non-compliance.</li> <li>Record your rectification actions in the <i>Response to non-compliance</i> table below.</li> </ul>		

<b>Responses to non-compliance</b>	
Regulation / description	Steps to comply

## Step 2: Identify and record your strengths

What are the practices that make you proud and that you like to showcase?

### Standard 7.1

#### Governance supports the operation of a quality service.

#### Think about:

- What are the strengths of our management and administration systems that contribute to delivering a quality service for children and their families?
- How does our service's governance contribute to the development of a service vision and purpose?
- How do we determine the appropriate management and governance structure at our service?
- How do we support the development of effective leaders at the service?
- What is the process for making decisions within the service and is this process fair and equitable?
- How can we improve the efficiency and effectiveness of our systems and processes?
- Does our management of confidential information meet requirements?
- To what extent does our statement of philosophy reflect our purpose, guide our practice and show a commitment to continuous improvement?
- How and when is our statement of philosophy reviewed?
- How do we address complaints? How is the complaints management process used to identify strategies for quality improvement?
- Is our complaints management system/process effective in supporting quality improvement and empowering families to express their concerns and suggestions?
- How can we ensure that families are able to contact the appropriate person when making a complaint?
- What systems are in place to ensure the service's compliance with the National Law and Regulations?
- What systems are in place to regularly check the currency and validity of working with children checks, teaching registrations, first aid qualifications, and anaphylaxis and asthma management training?
- How and when are our policies and procedures reviewed?
- What systems are in place to ensure policies and procedures are being used to inform practice and is this information being communicated to families in respectful ways?
- How does the service involve stakeholders in consultation, evaluation and advisory processes?
- What information is provided to families about our governance structures?



## Standard 7.2

### Effective leadership build and promotes a positive organisational culture and professional learning community.

#### Think about:

- How is the leadership in our service contributing to the development of a positive organisational culture?
- How can we develop the skills and capacity of team members in a way that leads to improved shared leadership?
- How are we creating opportunities for professional conversations?
- How do our performance management processes support continuous improvement?
- How can we share the collective knowledge of the team?
- What do we know about the rate of, and reasons for, turnover of educators, co-ordinators and staff members at this service?
- How can we structure our staffing arrangements to improve continuity of care for children?
- How does the evidence/data we collect inform our self-assessment and quality improvement processes? Do we need to collect additional or different data?
- How are children, families and communities included in evaluating the quality of our service?
- In what ways does our service analyse feedback, complaints, serious incidents, injuries and illness to drive continuous improvement?
- How are resources allocated and targeted to support our quality improvement plan?
- How do we raise awareness of inclusion amongst service staff, and support educators to promote and reduce the barriers to inclusion for all children and families?
- What strategies are proving successful in building a professional learning community? How do we know they are successful?
- How can we use the Assessment and Rating Instrument in our self-assessment process?
- How can the guiding principles of the National Law be considered in our self-assessment process?

### Step 3: Identify areas for improvement.

Identify what areas of your service's practice could be improved or extended upon to raise quality outcomes for children.

How can you:

- Fill the gaps.
  - What don't you do now that you would like to do in the future?
- Improve what you do.
  - What do you do well now that you would like to do better?
- Explore interests.
  - What area of interest would you like to explore further?

Standard	Describe the area for improvement	What goal or outcome do you want to achieve? <i>[Prioritise your area for improvement when you complete Section 3]</i>	Priority (H, M, L)



## Section 3 – Our improvement plan

### Step 1: Prioritising areas for improvement

Revisit your self- assessment (Section 2) and consider the areas you have identified for improvement. To help you decide where to focus your efforts and resources return Step 3 in each quality area to prioritise your identified areas for improvement as a **high, medium** or **low (H, M, L)** priority.

When prioritising you may want to consider:

- Should we address it immediately? For example if the issue is not addressed:
  - Does it pose a risk to the health, wellbeing or safety of children?
  - Will we be non-compliant with the Law and Regulations?
- Will addressing the issue result in significant improvements to the quality of our service delivery or in the outcomes of children?
- Should it be a long or short term goal?

### Step 2: Developing your Improvement Plan

Once you have prioritised your areas for improvement you need to develop some strategies about how it is going to be done, who is going to do it, how long it is going to take and how you will monitor progress.

Transfer your prioritised areas for improvement from your self-assessment to either of the following planning templates:

- (A) **Planning for Quality Improvement** template, to develop a detailed plan for each improvement initiative you propose to undertake.
- A new plan can be created for each improvement initiative
  - Together, these individual plans combine to become your overall plan for improvement
  - You can use the *Improvement Plan Summary* template to list or summarise these plans.
- (B) **Improvement Plan Summary** template, to develop a basic plan.

**Example of a plan**

Standard	Outcome/ Goal	Strategies	Person responsible	Timeframe	Progress notes
<i>Note the standard your goal relates to</i>	<i>Describe the outcome you want to achieve –try to be specific</i>	<i>List the steps you will take to reach the outcome you are seeking.</i>	<i>Who will take the lead at each step?</i>	<i>Think about how long each step will take and set a realistic timeframe</i>	<i>Recognise your achievements</i>
7.3	More families will be involved in the review of service policies	<ol style="list-style-type: none"> <li>1. Identify families’ areas of interest and/or expertise by considering: <ul style="list-style-type: none"> <li>- enrolment forms</li> <li>- comments families make to educators during day to day conversations</li> <li>- complaint records</li> <li>- Minutes of parent meetings.</li> </ul> </li> <li>2. Target requests for input into policy reviews to family members with known interest or expertise in the policy area</li> <li>3. Approach family members in person to ask for their input.</li> </ol>	<p>Nominated Supervisor</p> <p>Educators in all rooms</p>	<p>Identify families’ areas of interest within 4 weeks.</p> <p>Request input from identified families during review of health and safety policies scheduled for completion within next 3 months.</p>	Educators have been talking with family members about their areas of interest or expertise.

Planning for Quality Improvement (template)					
Plan No.	Plan No.	NQF / Reg. Ref No.		Plan Date	
1) Name your improvement					
2) Explain why the improvement is needed					
3) List the outcomes from the improvement:					
4) List any consequences of NOT undertaking this improvement?				5) Prioritise (H, M, L)	
6) Strategies – List the steps, activities and tasks you plan to implement to achieve your improvement					
Short Term			Long Term		
<b>From your strategies above list the actions you will take to implement your improvement</b>					
<b>Action Steps (Implementation Plan) – add rows as required</b>				<b>Responsibility</b>	
<b>How will you check your plan is on track? (Monitoring Plan)</b>				<b>Date</b>	
<b>Review and evaluation – Was the improvement successful? (Evaluation Plan)</b>				<b>Review Date</b>	





# Where to from here?

## Reviewing and updating the QIP

The QIP is designed to be a dynamic, evolving document. It should be revisited regularly and notes added to recognise the progress you have made towards your goals. New goals can be added as areas for further improvement are identified.

You should update your quality improvement plan regularly.

It is also recommended that you update your QIP after each assessment and rating process is completed by reflecting on the assessment of practice and the suggested QIP notes recorded in the Assessment and Rating reports.

## More information

**For information about this QIP template** please contact the Assessment and Rating Administration Team in NSW at:

### **Assessment and Rating Administration Team**

Early Childhood Education Directorate

Department of Education

P: 1800 619 113

E: [AR.ADMIN@det.nsw.edu.au](mailto:AR.ADMIN@det.nsw.edu.au)

### **For information about the National Quality Standard:**

The ACECQA website ([www.acecqa.gov.au](http://www.acecqa.gov.au)) provides a number of [assessment and rating resources](#), and a series of fact sheets.

You may also contact the [Professional Support Coordinator](#) for services in your state or territory. They also provide a number of resources and support for services.

If you have specific questions about the assessment and rating process for your service contact your regulatory authority. Their contact details are also on the [ACECQA](#) website.