East Adelaide Out of School Care Quality Improvement Plan 2023

Updated July, 2023

Australian Children's
Education & Care
Quality Authority

Service details

Service name		Service approval number	
East Adelaide Out of School Hours Care		0010301	
Primary contacts at service			
Nathan D'Agostino			
Physical location of service		**Physical location contact details**	
Street	59 Third Avenue	Telephone	8362 6585
Suburb	St Peters	Mobile	
State/territory	South Australia	Fax	
Postcode	**5069**	Email	dl.1036.oshc@schools.sa.edu.au
Approved Provider		**Nominated Supervisor**	
Primary contact	Vicki Stravinski	Name	Vicki Stravinski and Nathan D'Agostino
Telephone	8362 6585	Telephone	8362 6585
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Fax		Fax	
Email	dl.1036.oshc@schools.sa.edu.au	Email	vicki.stravinski406@schools.sa.edu.au
Postal address (if different to physical location of service)			
Street	**Third Ave**	State/territory	**SA**
Suburb	**St Peters**	Postcode	**5069**

East Adelaide Out of Hours School Care Operating hours

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	7:15	7:15	7:15	7:15	7:15	Closed	Closed
Closing time	18:00	18:00	18:00	18:00	18:00	Closed	Closed

Additional information about your service

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

Additional Information about Service.

The Out of School Hours Care Program operates from the OSHC room which is in the School grounds facing Third Avenue, St. Peters. It offers regular Before School Care, After School Care, Occasional Care and Vacation Care for the children of East Adelaide School and the local community.

After school activities are less structured than those offered during the vacation periods, to allow the children to 'wind down' after the school day.

The programme's activities are designed to meet the interests of children aged 5-12 years. Children are offered the opportunity to participate in leisure and recreation activities (e.g. art, craft, games, gardening, cooking, sport, drama) in a 'homelike' atmosphere.

Excursions are made locally and further afield, during the vacation periods. Nutritious snacks (sandwiches, fruit, etc.) are provided daily.

For After School Care, the reception and year one children are collected from a central location at the School each day by an After School Care staff member and are taken or directed to the OSHC room where they then have a 'message time' followed by snack.

How are the children grouped at your service?

- Children at the service are grouped into Group 1 (8 and under) and Group 2 (9 and Over). The service strives to achieve this as best as possible when programming activities. For instance, we aim to run a mix of small group and independent activities for children to engage with throughout the program.

Person Responsible for Submitting Quality Improvement Plan

- Nathan D'Agostino – Director East Adelaide Out of Hours School Care

Service statement of philosophy

Please insert your service's statement of philosophy here.

Our Vision

➢ To offer a safe, friendly environment where children develop their self-worth, nurture positive group relationships and further develop cooperative and collaborative behaviour.

➢ To develop crucial skills such as empathy, compassion, understanding and respect through relationship building and interaction.

➢ To build strong relationships with families and the school community based off effective communication to enhance learning outcomes.

➢ Aim for all children to meet the developmental needs of the developmental outcomes of the National Quality Framework:
- Children have a strong sense of Identity
- Children are connected with and contribute to their community.
- Children have a strong sense of well-being.
- Children are involved learners.
- Children are effective communicators.

East Adelaide OSHC Philosophy

East Adelaide Out of School Hours Care (OSHC) is committed to providing high quality care in accordance with the National Quality Standards (NQS) for primary school aged care.

We believe it is important for children to feel comfortable and confident so they can collaborate with children, educators and their families to support their wellbeing. Educators help children to self-regulate their emotions and nurture the building of social skills.

East Adelaide OSHC incorporates the philosophy and values of the school being Responsibility, Relationships, Resilience and Respect. We value diversity and cultural backgrounds of all our families.

The service recognises that the building of partnerships with families and communities in the development of the program will result in continuous improvement for the centre.

East Adelaide OSHC Workplace Culture

Purpose: To create and maintain meaningful and professional workplace relationships through team bonding that coincides with the fluidity and daily procedures at East Adelaide OSHC.

Our Collaborative Endeavour is to:

➢ Facilitate opportunities for new staff to interact and build professional relationship with existing staff.

➢ Create ice-breaker games during staff meetings for team bonding.

➢ Facilitate more staff pairings so that experienced educators can mentor emerging educators.

➢ Find resources that allow new staff to become familiar with children's names and interests.

➢ Offer evaluation forms at the commencement of Vacation Cares to allow educators to voice opinions.

➢ Instil a TEAM effort where every educator is selfless and supportive of one another.

➢ Initiate end of term team bonding outings.

Quality Area 1: Educational program and practice

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

Quality Area 1: Standards and elements

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

Information for families	Element 1.3.3	Families are informed about the program and their child's progress.

Quality Area 1: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
1.1.1, 1.1.3, 1.2.1, 1.2.2, 1.2.3	section 51(1)(b)	Conditions on service approval (educational and developmental needs of children)
1.1.1	section 168(1)(a)-(b)	Program designed for each child
1.1.2, 1.1.3, 1.2.2, 1.2.3, 1.3.1, 1.3.2	section 168(1)(c)-(d)	Program designed for each child
1.1.1, 1.1.2, 1.1.3, 1.2.2, 1.2.3, 1.3.1, 1.3.2	regulation 73	Educational program
1.1.2, 1.1.3, 1.2.2, 1.2.3, 1.3.1, 1.3.2, 1.3.3	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
1.3.1, 1.3.3	regulation 75	Information about the educational program to be kept available
1.3.3	regulation 76	Information about educational program to be given to parents
1.3.3	regulation 111	Administrative Space
1.1.3, 1.2.1, 1.2.2, 1.2.3, 1.3.2	regulation 155	Interactions with children
1.1.3, 1.2.1, 1.2.2, 1.2.3, 1.3.2	regulation 156	Relationships in groups

Standard/element	National Law (section) and National Regulations (regulation)	
1.3.1	regulation 177(1)(a)	Prescribed enrolment and other documents to be kept by approved provider – the documentation of child assessments or evaluations for delivery of the educational program
1.3.1	regulation 178(1)(a)	Prescribed enrolment and other documents to be kept by family day care educator – the documentation of child assessments or evaluations for delivery of the educational program
1.1.1	Regulation 254	Declared approved learning frameworks
1.3.1, 1.3.3	regulation 274A NSW	Programs for children over preschool age
1.3.1, 1.3.3	regulation 289A NT	Programs for children over preschool age
1.3.1, 1.3.3	regulation 298A Qld	Programs for children over preschool age

Quality Improvement Plan for Quality Area 1

Summary of strengths for Quality Area 1

Strengths	1.1.1 The service appoints a full-time Educational Leader (Assistant Director) at the service who leads the implementation of child suggestions and Child Learning Cycle (CLC) ideas. These are individual accounts of a child's suggestions and ideas brought to life through a planned activity that they then can enjoy. All educators contribute to the collection of ideas from children and this is done through conversations with children, electronic learning stories and reflection books. Service leaders have established an observation diary which educators can note observations of children in the service. This allows us to capture moments in which an activity can expand organically and spontaneously within the program. Our curriculum framework covers both gross and fine motor skills activities, a range of large and small group activities as well as individual activities for children. The service implements the My Time, Our Place – Framework for School Aged Care in Australia (MTOP). Group activities are planned under the headings of indoor and outdoor play, creative, craft, construction, Loose Parts Play and quiet activities.
	1.1.2 The cultures of the children are considered within the program and is evident within our programming book – special occasions such as Chinese New Year, Diwali and Hannukah are examples of such occasions. The planned activities are based on knowledge of children and their interests and abilities through daily observations, parent suggestions, calendar events and extensions on the previous day/week's activities. From time to time we create 'World-wide Wednesdays' where we theme cooking, crafts and activities surrounding the nationalities of our children.
	1.1.3 New ASC sign in routines have increased the opportunities for each child's learning. Group sizes have been decreased, allowing G1 and G2 students to begin OSHC separately and engage in age-appropriate activities with same-aged peers. All children have the option to have snack or play straight away if they desire.
	1.2.2 Each child's knowledge, ideas, cultures and abilities are the foundation of the program and this can be reflected through the use of our Child Learning Cycle's (CLC's) as well as the Child suggestions book children to contribute ideas. We allow children to build on their ideas and interests by facilitating and guiding children's learning in the program. Educators are deliberate and purposeful in their planning together sharing knowledge of children's interests and opportunities to extend their learning. For example, our discussions and interactions with children are noted down so that we can plan future activities based off of a child's interest.
	1.3.2 Educators evaluate the weekly program for both Before and After School Care in our Critical Reflections book. Evaluation of the daily activities can involve improvements for the future, what went well and what we would change. Children's interests and choice are promoted within the OSHC program and spontaneous choice and free play are promoted within the OSHC program.

1.2.3 Children who attend the program are encouraged to make independent choices regarding the program i.e. what activity they may like to engage in, what area of the school they may wish to spend time in. The program provides craft, sports and outside physical activity, cooking, screen time, Loose Parts Play and construction (play-based learning) opportunities throughout the week. The service arranges a variety of incursions and excursions for children such as yoga, hockey, science day and geocaching.

1.2.3 We establish routines which allow our children to establish a sense of agency. For instance, we allow our children to serve afternoon tea, help set up other areas and activities and engage with the creation of the Child Learning Cycle (CLC). Older children are guided to assist younger children with routines and activities within the program, allowing them a sense of leadership within the OSHC program. Children are also encouraged to assist with cooking, baking and idea planning.

1.3.1 Each child's learning and development is observed and documented by educators as a part of an ongoing cycle. This is achieved by our Child Learning Cycles (CLC's) which educators create for each child. Educators communicate or observe children's interactions and collaboratively plan an activity for that child. This activity is planned for implementation within our Weekly program.

1.3.3 The weekly program is displayed posted via Konnective and email for families to be informed of what is happening within the program. The weekly program is also displayed in multiple areas throughout the service to that staff and children can easily access this useful and informative resource. This weekly plan is also posted on our rostering app Deputy so staff have another way of engaging with the service.

Key improvements sought for Quality Area 1
Improvement Plan

Standard/ element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes / Outcomes
1.1	consistently evaluate the program to further inform decision making	Improved, more effective and efficient processes	M	We will utilise staff meetings to brainstorm our procedures.	Achieve a 'Meeting' or above rating at next assessment	Next Assessment	Jan 2022: We started implementing hand washing stations, CLC's orange vests and flexible message times August 2022: Processes that were implemented have been very successful, especially our child documentation and implementation through CLC's November 2022: Nearly all CLC's have been completed! February 2023: CLC process restarting for another year
1.1.3	reflect on the routines and use of approved spaces, to strengthen learning opportunities for children.	Enriched learning opportunities for children	M	Discuss at staff meetings how to utilise school spaces in OSHC	Achieve a 'Meeting' or above rating at next assessment	Next Assessment	July 2022: We have been utilising more areas of the school including the Library, Performing Arts, Gym, Science room and Yard A. August: Planning to utilise Barry Messner Park in the warmer months.

							February 2023: Our recent Vacation Care saw the service utilise the gym, Performing Arts and Yard A more often than before
							April 2023: We have been utilising other areas of the school such as the park and school library.
1.3.1	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection	All children are reflected upon and implemented in the service	H	Through collaborating with other services and discussing options during staff meetings	All children have been documented through use of the new CLC .	Dec 2022	January 2022: CLC's were created and implemented in our OSHC setting
							August 2022: Estimated over 80% of children have a completed CLC
							November 2022: Nearly all CLC's have been completed!
							February 2023: CLC procedures are being recreated for another year.

Quality Area 2: Children's health and safety

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

Quality Area 2: Standards and elements

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

Quality Area 2: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3	section 51(1)(a)	Conditions on service approval (safety, health and wellbeing of children)
2.2.3	section 162A	Persons in day-to-day charge and nominated supervisors to have child protection training
2.2.1	section 165	Offence to inadequately supervise children
2.1.1	section 166	Offence to use inappropriate discipline
2.2.1	section 167	Offence relating to protection of children from harm and hazards
2.2.1	section 169	Offence relating to staffing arrangements
2.2.1	section 170	Offence relating to unauthorised persons on education and care service premises
2.2.1	section 171	Offence relating to direction to exclude inappropriate persons from education and care premises
2.2.1	section 189	Emergency removal of children
2.1.2, 2.1.3, 2.2.1	regulation 77	Health, hygiene and safe food practices
2.1.3, 2.2.1	regulation 78	Food and beverages
2.1.3, 2.2.1	regulation 79	Service providing food and beverages
2.1.3, 2.2.1	regulation 80	Weekly menu
2.1.1	regulation 81	Sleep and rest
2.2.1	regulation 82	Tobacco, drug and alcohol free environment

Standard/element	National Law (section) and National Regulations (regulation)	
2.2.1	regulation 83	Staff members and family day care educators not to be affected by alcohol or drugs
2.2.3	regulation 84	Awareness of child protection law
2.1.2, 2.2.2, 2.2.3	regulation 85	Incident, injury, trauma and illness policies and procedures
2.1.2, 2.2.1, 2.2.2, 2.2.3	regulation 86	Notification to parents of incident, injury, trauma and illness
2.1.2, 2.2.1, 2.2.2, 2.2.3	regulation 87	Incident, injury, trauma and illness record
2.1.2	regulation 88	Infectious diseases
2.1.2	regulation 89	First aid kits
2.1.2, 2.2.1	regulation 90	Medical conditions policy
2.1.2, 2.2.1	regulation 91	Medical conditions policy to be provided to parents
2.1.2, 2.2.1	regulation 92	Medication record
2.1.2	regulation 93	Administration of medication
2.1.2	regulation 94	Exception to authorisation requirement—anaphylaxis or asthma emergency
2.1.2	regulation 95	Procedure for administration of medication
2.1.2	regulation 96	Self-administration of medication
2.2.2	regulation 97	Emergency and evacuation procedures
2.2.2	regulation 98	Telephone or other communication equipment

Standard/element	National Law (section) and National Regulations (regulation)	
2.2.1	regulation 99	Children leaving the education and care premises
2.2.1	regulation 100	Risk assessment must be conducted before excursion
2.2.1	regulation 101	Conduct of risk assessment for excursion
2.2.1	regulation 102	Authorisation for excursions
2.1.2	regulation 136	First aid qualifications
2.2.1	regulation 161	Authorisations to be kept in enrolment record
2.1.2, 2.2.1	regulation 162	Health information to be kept in enrolment record, including the immunisation status of the child
2.2.2	regulation 160	Child enrolment records to be kept by approved provider and family day care educator
2.2.2	regulation 161	Authorisations to be kept in enrolment record
2.2.2	regulation 162	health information to be kept in enrolment record
2.2.1	regulation 166	Children not to be alone with visitors
2.1.2, 2.1.3, 2.2.1, 2.2.2	regulation 168	Education and care service must have policies and procedures
2.1.1	regulation 168(2)(a)(v)	Education and care service must have policies and procedures in relation to sleep and rest for children

Standard/element	National Law (section) and National Regulations (regulation)	
2.1.2, 2.2.2, 2.2.3	regulation 177	Prescribed enrolment and other documents to be kept by approved provider
2.1.2, 2.2.2, 2.2.3	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator
2.2.1	regulation 274 NSW	Swimming pools
2.2.1	regulation 344 Tasmania	Safety screening clearance – staff members
2.2.1	regulation 345 Tasmania	Swimming pool prohibition

Quality Improvement Plan for Quality Area 2

Summary of strengths for Quality Area 2

| Strengths	
Strengths	**2.1.1**. We have a range of spare clothing for children to access when they are required and educators are able to assist and give these children privacy. With a large outdoor space, children are able to find small quiet spaces to relax with peers. The service accesses multiple areas of the school and provides quiet activities for children to engage in to rest and relax. We are currently in the process of transforming our kitchen space to make it a more purposeful designated quite space for our children. Children utilise the toilets as required. Older children access the outside toilets, whilst younger children access the OSHC toilets. When in another area or on an excursion, children inform educators when they require the toilet. Educators check toilets regularly to ensure an adequate supply of toilet paper and hand wash is available to children.
	2.1.2 Children are guided to wash their hands prior to eating food whilst in the program. The service ensures toys are disinfected regularly to avoid the spread of germs. Educators use a cleaning chart to ensure areas are cleaned on a regular basis. East Adelaide OSHC has an Injury, Illness and Wellbeing policy which is updated on a regular basis – this policy is updated based on the latest information from health authorities. Wherever possible, our children are grouped by age when running activities to minimise the risk of injury i.e.- playing sport in the gym. Medication at the service is stored in an easy to access area and expiry dates are checked regularly. Risk Minimisation Plans are up for renewal in January 2024 and include communication plans which must be signed by both Director and a parent or guardian. First Aid kits at the service are kept up to date and taken on excursions and in other areas of the school. Individual health care plans are provided by parents and the service communicates with the school Front Office to ensure information is up to date. Children's photos are attached to their medication bag for quick and easy reference. A list of children with health and medical needs is located in the OSHC medication cabinet and behind the pantry door. Our new bookings system makes it easier than ever to see who has allergens and who requires medical attention.
	2.1.3 Educators are encouraged to sit with children during meal times to model and implement healthy eating and nutrition practices. We follow the 'Get up and Grow' and Australian Dietary Guidelines of 'Right Bite' when providing food for children to ensure consistent practices. Children have ready access to water through both outside water fountains and filtered water inside. Children are regularly involved in choosing and preparing healthy meals for the program. Furniture and

utensils are age appropriate for children to encourage children to be involved in mealtimes i.e. serving afternoon tea. Physical activity is programmed regularly in the program and children are encouraged to participate. The service runs sporting clinics throughout the afternoon through 'Stay Active' to allow children to be involved in a range of different activities. We have a large outdoor space which is designed to promote safe physical play for children.

2.2.1 Educators are assigned to a specific area whilst supervising both outside and inside and promote maximum supervision. All children in the program are within sight of an educator at all times. When preparing for an excursion, we consider all supervision risks and include these on our Risk Assessments which are communicated with all educators attending. Our Delivery and Collection of Children policy states that children may only be released to a nominated adult within the families FullyBooked account – this is achieved through the use of the OSHC iPads. Risk Assessments are carried out before leaving for excursions. Any Work, Health and Safety issues are reported to the Director immediately and we communicate with the school regarding these issues. We implement a 'Sun Protection' policy and ensure educators are guiding children to engage in appropriate sun protections manners i.e. wearing a broad brimmed hat and applying sunscreen when the UV is 3 and above.

2.2.2 Emergency management procedures are practiced regularly. These procedures are discussed with new educators on induction. Reflection occurs after the procedures are practiced to ensure changes are made where required. Emergency numbers are located near the phone in the office. A list of children's contacts can be found in the filing cabinet and is also accessible on the computers. Evacuation procedures are located near the exits. Responsible Persons on site are trained in the running of emergency procedures to ensure they feel comfortable leading an emergency procedure.

2.2.3 All educators in the program must present a Working with Children Check and a Responding to Abuse and Neglect certificate to be employed at the program. Educators are prompted to renew DCSI clearance when due to expire. A list of community resources is located in the OSHC office which can be used for children at risk of abuse/neglect. Educators undergo a thorough induction process which emphasises the protective practices guidelines for educators at the service.
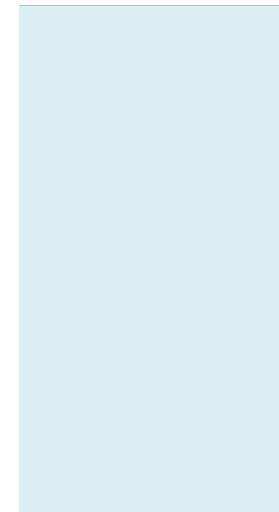
Key improvements sought for Quality Area 2

Improvement Plan

Standard/ element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes / Outcomes
2.1.2	Effective illness and injury management and hygiene practices are promoted and implemented.	For children to be aware of the importance of cleanliness and hygiene For educators to role model and implement positive hygiene procedures	M	**Children will:** - Wash hands with soap before eating, straight after being signed in. **Educators will:** - Approval stamp or highlight each child's hand after they have washed and dried their hands before eating snack - Wash their hands regularly	Hand washing is role modelled and applied without being asked. Children routinely know the expectations and take ownership of their own hygiene	July 2022	**January 2022:** We have started stamping or highlighting each child's hand after they wash ad dry them deeming them ready for snack time. Educators serving snack look for this stamp and only serve those who have this mark. . **April 2023:** The stamp idea has worked really well when properly executed by staff. Still looking for better ways of encouraging children to wash wands and sit whilst eating.
2.2.2	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.	To hold regular emergency evacuations every 3 months that encompass BSC, ASC and VAC	H	The Assistant and Director will be responsible for working together to ensure that one emergency drill is done each term.	Our records accurately show that emergency drills for BSC, ASC and VAC are held every 3 months	July 2022	**February 2022:** Since our assessment we have been complying with the emergency drills every 3 months. **April 2023:** We have been practising our safety drills every 3 months and are expected to do this again during school holidays

| 2.2.3 | Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect | For all staff to have a well-rounded understanding of the roles, expectations and obligations of ensuring all children are safe | M | Staff meetings and Deputy communications will aid this process | Educators exhibit their knowledge and are comfortable with explaining it to others. | July 2022 | **February 2022:** During our first staff meeting, we as a team utilised the NQS cards (specifically QA2) and discussed Children's Health & Safety. June 2023: Protective Practices Training has been undertaken. Sexual Behaviours PD as mandatory meeting with all staff. Regular update understanding during meeting e.g statutory obligations of reporting. |

Quality Area 3: Physical environment

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

Quality Area 3: Standards and elements

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

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

Standard/element	National Law (section) and National Regulations (regulation)
3.2.3	section 168 Offence relating to required programs
3.2.3	regulation 73(2)(b) Educational program is to contribute to the outcome that each child will be connected with and contribute to his or her world
3.1.1, 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
3.2.1, 3.2.2	regulation 105 Furniture, materials and equipment
3.1.1, 3.1.2	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, 3.1.2, 3.2.1	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, 3.1.2	regulation 112 Nappy change facilities
3.1.1, 3.2.1, 3.2.2	regulation 113 Outdoor space—natural environment
3.1.1	regulation 114 Outdoor space—shade
3.1.1	regulation 115 Premises designed to facilitate supervision

Standard/element	National Law (section) and National Regulations (regulation)
3.1.1, 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
3.1.1, 3.1.2	regulation 274 Swimming pools NSW
3.1.1, 3.1.2	regulation 345 Swimming pool prohibition Tasmania

Quality Improvement Plan for Quality Area 3

Summary of strengths for Quality Area 3

| Strengths | 3.1.1 Through the use of multiple buildings within the school site, the service is able to allow children to engage in a range of both free play and structured activities within the program. Furniture within the rooms can be manipulated for a range of different purposes. For instance, during inclement weather, we have more children in the room – hence we remove some tables to create more open spaces for the increased children. Children have easy access between indoor/outdoor experiences and can freely transition between the two. Our outside play space contains numerous shade spaces for children's protection from the sun. The service has a large kitchen area for food preparation and storage and is kept clean with the use of service cleaning charts. There is a large administrative area in which service leaders operate and this is used during care for children who require First Aid, children who may be ill and private conversations between educators and families. The program accesses different areas of the school to allow for children's rest and relaxation, such as a library area in the kitchen as well as a couch and cushions in the OSHC room. The service is currently in a state of transformation, creating a new quite area In our kitchen space. Comfort items have been purchased to create a calming and relaxing environment for children.

3.1.2 All educators are involved in cleaning and maintaining the premises and furniture. The service has a weekly cleaning chart to ensure areas accessed by children are cleaned regularly. This includes disinfecting toys that children use on a regular basis. All educators have the opportunity to note any WHS issues in a book to be followed up – this helps monitor the maintenance of playground equipment and buildings. The service has a Work Health Safety representative (OSHC Director) and these issues are followed up with this person. When major work is occurring on site (generally done during Vacation Care) the service produces a management plan to protect the safety of all involved. The service has a large budget line for repairs and maintenance as well as furniture to ensure broken items/parts of building can be replaced when required.

3.2.1 We have a large outdoor area which is designed for open-ended children's play. This includes a sandpit for tactile and messy play, playground for developing gross motor skills, and play safe and basketball court for various sport and play. At the beginning of 2020, service leaders in conjunction with Advisory Committee established loose parts play within the service, with the aims of expanding this across the next few years. Children have easy access to resources both inside and outside which are both age-appropriate and sufficient for the amount of children within care. |
|---|---|

Nature play excursions and incursions are a regular part of the OSHC vacation care program. This has included visits to 'Wild imagination' held at Bonython Park, visits to nature playgrounds and Cleland Wildlife Park. At the service recycled materials are used in craft activities and the recycling of rubbish is encouraged.

3.2.2 Our play space contains easy to access resources for children to build on their interests whilst in OSHC. Furthermore, there are resources in the store room which educators can access to help build on children's ideas. We keep track of what we have in the storeroom and ensure that materials are replenished on a regular basis. Our educators are taught to build on children's needs and ideas and take on new challenges throughout the program. We incorporate technologies through the use of Lego Mindstorms for older children in the program. We regularly accept donations of resources through families for craft play, loose parts play etc. and ensure they are appropriate for use at the service.

Key improvements sought for Quality Area 3

Improvement plan

Standard/ element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes / Outcomes
3.0	We currently waste more food than necessary at the service during care times.	Reduction in amount of food the service is throwing away at the service.	M	Daily snack / food chart has been created by experienced educators to prepare more accurate amounts of food for each day.	There is noticeably less food wastage at the end of every day.	ongoing	May 2021: New strategy has been created and is currently being trialled. July 2023: The Daily snack / food chart has continually been updated in accordance with attendances, food preferences, and changing costs to the service. We continue to provide adequate amounts of food with minimal wastage.
3.1	Loose Parts Play resources can be tricky to move and obtain	Improved collaboration with school community Better storage for loose parts items	M	Ask OSHC / school community for old / excess items e.g metal pots, pans etc.	More items for children to use Easy to move loose parts play resources for children to access outside.	Oct 2023	July 2023: In the process of asking families for old pots and pans for the sand pit!

3.2	Garden beds of OSHC lacking / not meeting it's potential	A new, more welcoming and collaborative space for OSHC with a strong emphasis on sustainability	M	We are starting a Garden Club in Term 3 that will run every Tuesday where children will make, craft, plant, continue work for our front garden as well as our veggie garden at the back.	There is a newfound respect regarding our garden beds and veggie garden. Children take pride, ownership and initiative in its upkeep and protection.	Oct 2023	July 2023: Assistant Director, Director and Sustainability Officer have been brainstorming logistics for a successful project.

Quality Area 4: Staffing arrangements

This quality area of the *National Quality Standard* focuses on the provision of qualified and experienced educators, co-ordinators and nominated and experienced supervisors who are able to develop warm, respectful relationships with children, create safe and predictable environments and encourage children's active engagement in the learning program.

Quality Area 4: Standards and elements

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

Quality Area 4: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
4.1.1	section 161	Offence to operate education and care service without nominated supervisor
4.1.1	section 162	Offence to operate education and care service unless responsible person is present
4.1.1	section 163	Offence relating to appointment or engagement of family day care coordinators
4.1.1	section 164A	Offence relating to the education and care of children by family day care service
4.1.1	section 169	Offence relating to staffing arrangements
4.1.1	regulations 119–120	Age and supervision requirements
4.2.2	regulation 117A-117C	Minimum requirements for a person in day-to-day charge, nominated supervisor and family day care educator
4.1.1, 4.1.2	regulations 121–124	Minimum number of educators required
4.1.1	regulations 125–128	Educational qualifications for educators
4.1.1, 4.1.2	regulations 129–135	Requirements for educators who are early childhood teachers
4.1	regulation 136	First aid qualifications
4.1.1	regulations 137–143	Approval and determination of qualifications
4.1.1, 4.1.2	regulation 144	Family day care educator assistant
4.1.1	regulations 145–152	Staff and educator records—centre-based services

Standard/element	National Law (section) and National Regulations (regulation)	
4.1.1	regulation 153	Register of family day care educators
4.1.1	regulation 154	Record of staff, family day care coordinators and family day care educator assistants
4.1.1, 4.1.2, 4.2.1, 4.2.2	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.
4.2.1	regulation 169(2)(d)	Additional policies and procedures in relation to monitoring, support and supervision of family day care educators (family day care service)
4.2.1	regulation 169(2)(g)	Additional policies and procedures in relation to the provision of information, assistance and training to family day care educators (family day care service)
4.1.1	regulation 239	Centre-based service offering a preschool program in a composite class in a school
4.1.1	regulation 239A	Centre-based services in remote and very remote areas—attendance of early childhood teachers
4.1.1	regulation 240	Qualifications for educators (centre-based service)
4.1.1	regulation 241	Persons taken to hold an approved early childhood teaching qualification
4.1.1	regulation 242	Persons taken to be early childhood teachers
4.1.1	regulation 243	Persons taken to hold an approved diploma level education and care qualification
4.1.1	regulation 243A	Persons taken to hold an approved diploma level education and care qualification for regulation 128 in Queensland
4.1.1	regulation 244	Persons taken to hold an approved certificate III level education and care qualification
4.1.1	regulations 260-262 ACT	Children over preschool age – minimum number of educators and qualifications required

Standard/element	National Law (section) and National Regulations (regulation)	
4.1.1	regulations 266-267 ACT	Transitional provisions – staffing arrangements (centre-based services)
4.1.1	regulations 271-272 NSW	Minimum number of educators and qualifications and training required
4.1.1	regulation 278 NSW	Qualifications for primary contact staff members-saving
4.1.1	regulation 290 NT	General qualification requirements for educators – children over preschool age
4.1.1	Regulation 294 NT	Early childhood teacher – 60 or more children
4.1.1	regulation 385 ACT	Resignation of early childhood teacher

Quality Improvement Plan for Quality Area 4

Summary of strengths for Quality Area 4

Strengths	**4.1.1** The Governing Council is the approved provider of the service and has delegated that the nominated supervisor of the program is the school principal. The nominated supervisor ensures that a responsible person is present at all times. Educators employed at the service are on part-time contracts, which ensure consistency of educator-child relationships on certain days. National Guidelines are followed for child-educator ratio (Term time / Incursion 1-15, Excursion 1-8, water based activity 1-5). We promote a balance between engagement and supervision for our staff to follow and educators are encouraged to build meaningful relationships. The service provides educators non-contact time during Before School Care shifts for educators to engage in programming. We have an educator photo board on our front door and this helps families become familiar with the educators employed at the service. When new educators begin their employment, they are given a thorough induction process and are introduced to fellow educators. New educators are teamed/paired up with experienced educators to ensure they are guided during the first month of their employment.
	4.1.2 The service has educators who have been at the service for an extended period of time. We aim to build continuity of educators to develop a positive workplace culture. We have a diverse range of educators in the program who offer different skills and abilities. All educators undertake performance reviews every six months with the Director and this process enables educators to set goals for their performance and then reflect on their achievements. Furthermore, we assign educators to activities and tasks based on experience and interests and aim to build on the skills of our educators when programming. When using Inclusion Support funding, we assign consistent educators with children who have additional needs and this helps the children build consistent relationships.
	4.2.1 The service uses each educator's individual skills and interests when assigning them to tasks in the program. Program leaders encourage a culture of continuous improvement through reflection and allow all educators to be involved in the long-term planning for the service. When new educators begin at the program, they are paired up with experienced educators who help guide them. Daily tasks within the program are shared amongst educators to ensure all staff feel comfortable completing different tasks. The service allows opportunities for educators to highlight areas of development and provides opportunities for training when applicable. We run staff meetings twice a term for educators and during these we reflect on our program with reference to the National Quality Framework. These staff meetings are focused on reflective practices and allows us to continue to strive for ongoing improvement in the program.

4.2.2 All educators are involved in using the My Time, Our Plan learning framework to program and reflect on children's learning. A weekly programming meeting is run with educators and the educational leader which guides the direction of the program. We communicate changes to educators through both a private Facebook group and email. All educators in the program are given a staff handbook which includes the statement of philosophy, vision, workplace culture, position descriptions and professional standards and code of conduct.

Key improvements sought for Quality Area 4

Improvement plan

Standard/ element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes / Outcomes
4.2.2	Not all educators have a thorough understanding of the different service policies due to limited time at service.	Improved understanding of policy and procedure for all service educators.	M	Service leaders to spend time at meeting going through policies once updated through Governing Council.	Educators at the service having improved understanding and confidence to implement service policies when required.	July 2021	2020: Service leaders have spent increased time on policy at team meetings.

May 2021: Policies are intended to be discussed further at meetings. Leaders are endeavouring to make policy knowledge a daily learning exercise. |

Quality Area 5: Relationships with children

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

Quality Area 5: Standards and elements

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

Quality Area 5: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
5.1.2, 5.2.2	section 166	Offence to use inappropriate discipline
5.1.1, 5.2.1, 5.2.2	regulation 73	Educational program
5.2.1, 5.2.2	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
5.1.1, 5.1.2, 5.2.1, 5.2.2	regulation 155	Interactions with children
5.1.1, 5.1.2, 5.2.1. 5.2.2	regulation 156	Relationships in groups
5.1.1, 5.1.2, 5.2.1, 5.2.2	regulation 168(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 Quality Area 5

Summary of strengths for Quality Area 5

Strengths	**5.1.1** Each child is supported by educators to feel secure, confident and included in the OSHC culture and environment. The service uses regular staff on different days to ensure the same educators are building relationships with similar children. We allow children to have choice in activities in the program and educators evolve organically on children's interests. During meal times, educators sit down with the children to eat and engage children in discussion about their interests. Educators extend these relationships with children, by relating with families and sharing information regarding their involvement within the program. Children who require additional support in the program are provided with such assistance through the Inclusion Support Program. During Before School Care, educators walk younger children over to their classroom and assist in preparing them for the day. Within After School Care, Reception and year 1 children are collected from their classroom unit. Once both reception and year 1 children have been collected, both groups walk back to the main OSHC room together where they place their bags on the bag racks and are seated for message time. After message time these two year levels line up inside for snack. During this time year 2's and older are not permitted inside. Year 2's and above line up outside to have their food served to them through our kitchen window. This assists with transitions to the program as well as fostering secure relationships between educators and children, as well as between the children themselves.
	5.1.2 Educators support children in the program to make independent choices and acknowledge children when they make positive choices. We have recently begun using the schools House Points model during each term at OSHC. Children are encouraged to make positive choices and decisions which ultimately affect their teams house points. The team with the most points at the end of each term earns a trophy and special privileges during the last days of each term. We have a diverse age range in the program and we allow older children independence and autonomy throughout the program. In the diverse program, there are opportunities to work independently, in groups and with open-ended as well as activities that require a step-by-step process to achieve an outcome. Educators are constantly monitoring children's play when supervising and ensuring that problems that may arise are pre-empted. We use a Restorative Practices approach to behaviour management when dealing with conflicts that arise and this allows children to acknowledge feelings and consider the impact on other people. Our service follows the East Adelaide School Behaviour Management policy and ensures that any issues of bullying that may arise are dealt with immediately. We have also introduced a step policy for behaviour that is easily legible for children to understand that their disruptive or unsavoury behaviour follow learning opportunities. Furthermore, we communicate directly with school leadership to ensure that issues at school are considered within the OSHC context.
	5.2.1 Our program provides space for children to engage in collaborative experiences. Children in the program form a range of friendships, and begin to extend their friendships built in the classroom environment. We engage children in ongoing collaborative projects such as Lego Mindstorms, where children are engaged in teamwork. Educators model appropriate relationships between staff and colleagues. The service takes action immediately against any bullying occurring in the program and we have policies and procedures in place to deal with these effectively. The service follows similar behaviour management practices as the school to ensure consistency and we communicate with the school to ensure the best outcomes for the child.

	5.2.2 We encourage educators in the program to not force children to play with each other and we teach children that occasionally people need time away from each other. With a large number of children in the program, children are required to share with each other on occasion and this is something educators teach children about whilst in the program. Our Behaviour Education Policy was created in consultation with the East Adelaide School program to ensure consistent approaches. When required, we consult with families about their child/ren's behaviour in the program and consider the families views and ideas to work together to reach agreeable outcomes. Following consultation with families, a mutually agreed Behaviour Guidance plan is established for the child.

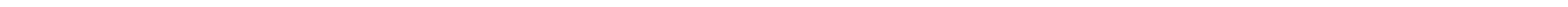## Key improvements sought for Quality Area 5

Improvement plan

Standard/ element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes / Outcomes
5.1.2	Dealing with disruptive behaviour is currently not consistent amongst different staff members – with a large staff team	Implement consistent approaches to disruptive behaviour to ensure new educators are clear on the expectations within the program.	M	Place policy folder on the educator sign in desk inside the OSHC office. Place new behaviour steps on office door for all to see. Communicate this to all educators that this policy needs to be followed when dealing with behaviour.	Children have clear and consistent expectations from educators about what is appropriate in the program.	July 2021	May 2021: New behaviour guidelines have been recently placed on office door. Educators are becoming familiar with utilising this policy. August 2021: Meetings with specific families and children who need extra guidance now commence a week before Vacation Care to give them the tools for success
5.1	It was identified during our last assessment that educators need to use more open-ended questioning when	Educators using open-ended questioning to engage children.	M	Open-ended questioning is encouraged by leadership. The use of restorative justice cards are assisting with developing educators questioning.	Children being prompted to expand on ideas and thoughts through the use of open-ended questioning by educators.	July 2021	May 2021: Staff have been trained in restorative questions. Open-ended questioning is being modelled by leadership. Restorative process questions are also used as learning aids.

5.2.2	We have children who find it difficult to self-regulate emotions whilst in care, resulting in escalation of behaviours	Improved self-regulation of children's emotions whilst in care.	M	Provide educators with PD and training opportunities. Work collaboratively with children and families to find solutions to better suit the needs of each child.	Educators will have improved confidence and range of strategies for dealing with children who have behaviours which can escalate.	July 2021	May 2020: Educators have engaged in 'emotion coaching' training. The implementation of emotion coaching aims to help children process their emotions. Effective emotion coaching will reduce the likelihood of escalated behaviours as a result of strong emotions. May 2021: Educators are still using 'emotion coaching' through Connect.Ed where we are learning about trauma-sensitive education and care. The idea being to notice triggers before they become outbursts.
	engaging with children.						

Quality Improvement Plan for Quality Area 6

Summary of strengths for Quality Area 6

Strengths	
Strengths	**6.1.1** Families who use the service have the opportunity to be involved in decision-making through an Advisory Committee which is a sub-committee of the Governing Council who run the service. We encourage new families to visit the service with their child prior to enrolment to ensure the children become familiar with the program. The service director is invited to be present at the new enrolment session to ensure new families are provided with information about the service. We ensure communication occurs effectively with families and we do this through the use of a Konnnective, SeeSaw, alert email and school newsletter. New children are guided to be paired with existing children on their first session to assist with learning new routines at the service. New families with additional needs or individual requirements are often involved in a meeting with both the school and OSHC Director to ensure common practices are being utilised. Families have offered ideas for Vacation Care programs and these have been incorporated within the service.
	6.1.2 Our service offers an app called SeeSaw to families which they can connect with. Our educators can share learning stories and photos through this app which can be shared with children's families. This allows us to communicate information regarding children's interests in the program and how they are progressing within the program. Families also have the opportunity to respond to these posts from educators. Furthermore, our educators build connections with families and share information about their child on both arrival and departure. The service has run small surveys for families regarding service operations to enable families to have input into the program.
	6.1.3 Each week we produce an OSHC Newsletter, which is sent to families. Through this, we send out up to date information regarding the service and include any important updates for families. At the conclusion of each school year, we hold an 'end of year' celebration which all families are invited to attend. In this past, this has included attractions such as a Bouncy Castle, Face Painting, and a visit from Santa. Our service invites families to contribute to the program by donating used items for craft and being open to suggestions. The service also accesses the school newsletter for information as well as the school 'Konnective' app for important information to be shared.
	6.2.1 We promote sharing of information between families and the service and this is important when new children are beginning in the program. We aim to produce to smooth transition between the school environment and the OSHC program and this is done by building positive connections with staff at the school. Educators conduct safety talks with children prior to excursions in Vacation Care and information is constantly being given to children on excursions about departure times, expectations whilst on excursions. This helps with the ongoing transitions occurring whilst on excursions.
	6.2.2 Our service works with an Inclusion Support Agency to help children with additional needs progress through the program. We constantly reflect on inclusive practices and receive funding for additional support with these children. We have commenced the process of seeking funding

from the Innovative Support program to enable a behaviour specialist to work with educators across the service to develop capacity to manage inclusive practices and challenging behaviours.

6.2.3 Our service engages with the local community through supporting local business such as the local grocery store, newsagency, pharmacy and supermarket in purchasing items for OSHC. The service supports opportunities for the children, and caters for extra-curricular activities run on school premises, such as sport and music lesson. Local businesses are supported throughout Vacation Care programming and we are seeking ways on how to expand this further.

Key improvements sought for Quality Area 6

Improvement plan

Standard/ element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes / Outcomes
6.1.3	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.	To create a community that is informed and supported	M	Service leaders to collate useful links and websites to support families and list them within the OSHC section of the school website	When new links and resources are found, service leaders will post to families via email and Konnective to let everyone know. Families seeking support will be redirected to the OSHC page within the school website by staff	2022: ASAP	October 2022: Resources are being searched and collated.

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 developmen effective leaders establish shared values for the service that reflect the service context and professionalism and set clear direction for the service's continuous improvement. Governance refers to the systems in place to support effective management and operation of the service, consistent with the service's statement of philosophy.

Quality Area 7: Standards and elements

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

Quality Area 7: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
7.1.2	section 12	Applicant must be fit and proper person (provider approvals)
7.1.2	section 13	Matters to be taken into account in assessing whether a fit and proper person (provider approvals)
7.1.2	section 21	Reassessment of fitness and propriety (provider approvals)
7.1.1	section 31	Condition on service approval—quality improvement plan
7.1.2	section 56	Notice of addition of nominated supervisor
7.1.2	section 56A	Notice of change of a nominated supervisor's name or contact details
7.1.5	section 109	Matters to be taken into account in assessing whether fit and proper person
7.1.2	section 161	Offence to operate education and care service without nominated supervisor
7.1.2	section 161A	Offence for nominated supervisor not to meet prescribed minimum requirements
7.1.2	section 162	Offence to operate education and care service unless responsible person is present
7.1.2	section 162A	Persons in day-to-day charge and nominated supervisors to have child protection training
7.1.2, 7.1.3	section 163	Offence relating to appointment or engagement of family day care co-ordinators
7.1.2	section 164	Offence relating to assistance to family day care educators
7.1.2, 7.1.3	section 164A	Offence relating to the education and care of children by family day care service
7.1.3	section 165(2)	Offence to inadequately supervise children
7.1.3	section 166	Offence to use inappropriate discipline

Standard/element	National Law (section) and National Regulations (regulation)	
7.1.3	section 167(2)	Offence relating to protection of children from harm and hazards
7.1.3	section 167(3)	Offence relating to protection of children from harm and hazards
7.2.2	section 168	Offence relating to required programs
7.1.3	section 168(2)	Offence relating to required programs
7.1.2, 7.1.3	section 169	Offence relating to staffing arrangements
7.1.2	section 170	Offence relating to unauthorized persons on education and care service premises
7.1.3	section 170(3)	Offence relating to unauthorised persons on education and care service premises
7.1.3	section 170(4)	Offence relating to unauthorised persons on education and care service premises
7.1.2	section 171	Offence relating to direction to exclude inappropriate persons from education and care service premises
7.1.2	section 172	Offence to fail to display prescribed information
7.1.2	section 173	Offence to fail to notify certain circumstances to Regulatory Authority
7.1.2	section 174	Offence to fail to notify certain information to Regulatory Authority
7.1.2, 7.1.3	section 174A	Family day care educator to notify certain information to approved provider
7.1.2	section 175	Offence relating to requirement to keep enrolment and other document
7.1.3	section 175(3)	Offence relating to requirement to keep enrolment and other documents
7.1.2	section 188	Offence to engage person to whom prohibition notice applies
7.1.2	regulation 16	Matters relating to criminal history
7.2.1	regulation 31	Condition on service approval-quality improvement plan

7.1.1, 7.2.1	regulation 55	Quality improvement plans

Standard/element	National Law (section) and National Regulations (regulation)	
7.1.1, 7.2.1	regulation 56	Review and revision of quality improvement plans
7.1.3	regulation 72	Offences in relation to giving false or misleading statements about ratings
7.2.2	regulation 73	Educational program
7.1.3	regulation 77(2-3)	Health, hygiene and safe food practices
7.1.3	regulation 78(2-3)	Food and beverages
7.1.3	regulation 79(2-3)	Service providing food and beverages
7.1.3	regulation 80(2-3)	Weekly menu
7.1.3	regulation 81(2-3)	Sleep and rest
7.1.3	regulation 82	Tobacco, drug and alcohol-free environment
7.1.3	regulation 83	Staff members and family day care educators not to be affected by alcohol or drugs
7.1.2, 7.1.3	regulation 84	Awareness of child protection law
7.1.2, 7.1.3	regulation 85	Incident, injury, trauma and illness policies and procedures
7.1.2	regulation 86	Notification to parents of incident, injury, trauma and illness
7.1.2, 7.1.3	regulation 87	Incident, injury, trauma and illness record
7.1.2	regulation 88	Infectious diseases
7.1.2, 7.1.3	regulation 89	First aid kits
7.1.2, 7.1.3	regulation 90	Medical conditions policy
7.1.2, 7.1.3	regulation 92	Medication record

Standard/element	National Law (section) and National Regulations (regulation)
7.1.3	regulation 93(3-4) Administration of medication
7.1.3	regulation 94(2) Exception to authorisation requirement—anaphylaxis or asthma emergency
7.1.3	regulation 95(c) Procedure for administration of medication
7.1.2, 7.1.3	regulation 97 Emergency and evacuation procedures
7.1.3	regulation 98 Telephone or other equipment
7.1.2, 7.1.3	regulation 99 Children leaving the education and care service premises
7.1.3	regulation 100 Risk assessment must be conducted before excursion
7.1.2	regulation 101 Conduct of risk assessment for excursion
7.1.3	regulation 102 Authorisation for excursions
7.1.2, 7.1.3	regulation 116 Assessments of family day care residences and approved family day care venues
7.1.3, 7.2.2	regulation 118 Educational leader
7.1.3	regulation 120A Placing a person in day-to-day charge
7.1.2	regulations 117A-117C Minimum requirements for persons in day-to-day charge, nominated supervisors and family day care educators
7.1.3	regulation 124 Number of children who can be educated and cared for—family day care educator
7.1.3	regulation 136 First aid qualifications
7.1.3	regulation 144 Family day care educator assistant
7.1.2	regulations 145-147 Staff and educator records – centre-based services
7.1.2, 7.2.2	regulation 148 Staff and educator records – centre based services - Educational Leader

Standard/element	National Law (section) and National Regulations (regulation)	
7.1.2	regulations 149-152	Staff and educator records – centre-based services
Standard/element	**National Law (section) and National Regulations (regulation)**	
7.1.2	regulations 153-154	Register of family day care educators, co-ordinators and assistants
7.1.3	regulation 155	Interactions with children
7.1.3	regulation 157	Access for parents
7.1.2	regulations 158-162	Attendance and enrolment records
7.1.3	regulation 159	Children's attendance record to be kept by family day care educator
7.1.3	regulation 160	Child enrolment records to be kept by approved provider and family day care educator
7.1.3	regulation 161(2) Authorisations to be kept in enrolment record	
7.1.2	regulation 163-166	Residents at family day care residence and family day care educator assistants
7.1.3	regulation 164	Requirement for notice of new persons at residence
7.1.3	regulation 165(2) Record of visitors	
7.1.3	regulation 166(2)	Children not to be alone with visitors
7.1.2	regulation 167	Record of service's compliance
7.1.2, 7.1.3, 7.2.3	regulation 168	Education and care service must have policies and procedures
7.1.2, 7.1.3, 7.2.3	regulation 169	Additional policies and procedures—family day care service
7.1.2, 7.1.3	regulation 170	Policies and procedures to be followed
7.1.2, 7.1.3	regulation 171	Policies and procedures to be kept available

7.1.2	regulation 172	Notification of change to policies or procedures
Standard/element	**National Law (section) and National Regulations (regulation)**	
7.1.2	regulations 173-176A	Display and reporting of prescribed information
7.1.3	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator
7.1.3	regulation 179	Family day care educator to provide documents on leaving service
7.1.2, 7.1.3	regulation 180	Evidence of prescribed insurance
7.1.2	regulation 181	Confidentiality of records kept by approved provider
7.1.3	regulation 182	Confidentiality of records kept by family day care educator
7.1.2	regulations 183-184	Confidentiality and storage of records
7.1.2, 7.1.3	regulation 185	Law and regulations to be available
7.1.2	regulation 344 Tasmania	Safety screening clearance – staff members
7.1.2	regulation 358 Victoria	Working with children check to be read
7.1.2	regulation 359 Victoria	Criminal history record check to be read and considered

Quality Improvement Plan for Quality Area 7

Summary of Strengths

Strengths	7.1.1 – We have a strong philosophy, vision and workplace culture which was created at a staff meeting. This was presented to governing council who added further input. The service now has collated all feedback into one model. Our updated Philosophy, Vision and Workplace Culture is proudly placed on our information board within our OSHC room. . 7.1.2 – The service has a policy book located in the office which is accessible to both families and educators to guide our practices. These policies are regularly updated to ensure they remain current and up-to-date with any changes in service operations. These policies are reviewed with consultation with educators and the advisory committee. These policies are also uploaded to the school website for access for both existing and new families. 7.1.2 – The service reports any serious incidents to the regulatory authority within the required timeframe and reflects on serious incidents that occur. Furthermore, we apply through the regulatory authority for any changes in service operations i.e. an increase in capacity. The service has a Delivery and Collection of Children policy which guides transitions between school and the service. For instance, Reception and year 1 children are walked to and from their classrooms at the beginning and end of the day. Furthermore, this policy outlines the process for when a child not booked in to the service turns up unexpectedly. There is a strong connection with the school management. The service works closely with the school finance officer on budgeting and payment matters as well as financial processing. The Director/Assistant Director and newly appointed financial advisor are heavily involved in the financial management of OSHC including payments, CCS administrative tasks and determining future budgeting requirements. The Director/Assistant Director meet regularly with the school principal, prior to the Advisory Meeting to discuss various matters regarding the service. The service also works closely with office staff to ensure effective communication between the school and the service. 7.1.3 – All educators are provided with a copy of their expected roles and responsibilities with the Children's Services Award when beginning employment. Furthermore, daily roles and responsibilities are listed on the staff board to ensure educators understand the expectations required of them for the afternoon. 7.2.3 – Educators in the service undergo regular performance appraisals every six months. Throughout this meeting, educators set achievable goals which are then reflected at the next meeting. This process ensures educators are aware of areas of development and have the opportunity to ask for clarification. The service places an emphasis on Training and Development of educators at the service and provides opportunities for training through the Performance

Development process. Services educators are guided by the Early Childhood Australia's Code of Ethics as well as the service code of conduct. Educators are informed monthly regarding any PD sessions that will run during that month. Educators are always encouraged and given the opportunity for further professional development. Educators are coached by the Assistant and Director when a noticeable incident occurs.

- 7.2.2 – The service appoints an Educational Leader on a full-time basis. This person guides the development and implementation of the program using My Time, Our Place as a framework. A programming meeting is run weekly to allow educators the opportunity to engage in the learning cycle. All educators are involved in the continuous reflection of the program. Strong relationships are built between staff so each member feels part of an effective larger team. Staff undertake continuous training for Professional Development and WHS, such as Gowrie SA training and correct food handling/hygiene training.

- 7.2.1 – The Quality Improvement Plan is continuously updated with inputs from the advisory committee. Each staff/advisory meeting is focused on a different area of the plan. Educators are engaged in this process to enable continuous reflection and evaluation about the progress of the program. This process allows continuous self-reflection and improvement of the program. The service receives inclusive funding through Gowrie SA and through this, we reflect regularly on inclusive practices through the development of a strategic inclusion plan which identified barriers to inclusion and outlines strategies to enhance inclusive practices.

Key improvements sought for Quality Area 7

Improvement plan

Standard/ element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes / Outcomes
7.1	Review that policies are reviewed within their review timelines	To have all policies and safety protocols updated within their timeframes	M	Closer monitoring of the policies spreadsheet having policies reviewed at staff meetings and at Advisory meetings	All policies are highlighted 'green' signifying that they are updated and current	Ongoing 2023	**May 2022:** Emergency drills practiced, keeping to their legal review requirements of 3 months. Next review in August. **July 2022:** Policies are nearly all highlighted 'green' as we have been reviewing them both at staff meetings and Advisory meetings **June 2023** To date, the service has 19 Policies with only 2 requiring an updated review.
7.1	review the medical conditions policy and include a timeframe for review dates of medical management, risk minimisation and communication plans	To source a more efficient way of keeping medical plans up to date and easy to view	M	By creating a spreadsheet with all medical records attached.	All children within the spreadsheet have their medical needs within date	Ongoing 2023	**Feb 2022:** Spreadsheet has been developed and all data has been entered. The process is easier to manage and view, however, needs to be more effective. **July 2022:** Collaborating with other services as to how they

							manage their children's medication **June 2023**: Services have created a spreadsheet containing all medical information that is constantly updated. We have been doing this since the middle of 2022 and has made it easier to see what medication and plans we require.
7.1	review the risk assessment policy to ensure that all transport regulatory requirements are captured	To source a more updated Risk Assessment sheet to that all mandatory fields can be accounted for	M	Looking through ACECQA for resources	The service begins to use more updated Risk Assessments	Ongoing 2023	**June 2023:** We currently use the most updated Risk Assessment document as well as the newly mandated Transportation Risk Assessment.
7.1	review processes to ensure that all educators are aware of and follow service policies.	For all educators to have a good understanding of common policies and expectations	M	By reviewing policies as a team at staff meetings	Educators answer confidently when asked about certain procedures	Ongoing 2022	**July 2022:** So far this year we have reviewed and updated 4 policies. Our 5th will be during our staff meeting in August. **June 2023:** Utilising Childcare Desktop to identify mandatory policies every service must have. The end goal will be to have all new and current policies to be uploaded to the OSHC page in the

							school website and for all policies to be accessible to all staff via a policy folder.
7.2	the director follows through with plans for their performance evaluation with the school principal and that an individual plan is developed to support their development	For the Director to have Professional Development meetings every 6 months to a year with the principal	M	Scheduling regular meetings with the Principal.	The Director attends these meetings and the actions are completed and/or supported	Ongoing 2023	**March 2022:** PDP meeting occurred with principal. Director has tasks to complete. **June 2023:** Currently in the process of updating my Personal Performance Development for our next Evaluation meeting.
7.2	service leaders develop their knowledge of and support educators understanding of documenting evaluations of children's wellbeing, development and learning as part of an ongoing planning cycle.	For all children in our care to have their experiences implemented and documented	M	We have created Child Learning Cycles (CLC's) which capture the evaluations of each individual child.	We print out sheets with all remaining children who are yet to have a CLC made for them. Our success measure corelates with how many children are left on the spreadsheet come December.	Ongoing 2023	**July:** Up to this point as a team we have successfully created 131 CLC's! **June 2023:** CLC's continue to be an important part of our service.