Rating Outcome Summary

Service Name	Kangaroo Valley Pre-School

Service Approval Number	SE-00007715

Provider Name	Kangaroo Valley Pre School

Provider Approval Number	PR-00005028

Assessment & Rating Number	ASR-00034113

Assessment Type	Full Assessment and Rating

Assessment Visit Date(s)	02-08-2021 to 03-08-2021

Assessment Officer	Erin Van Haeff

Endorsed By	Lesley Kirkpatrick

Report Status	FINAL

Contents

About this *Rating Outcome Summary* report

This Rating Outcome Summary report outlines your service's rating outcomes from the recent quality assessment of your service's practices against the National Quality Standard (NQS).

This Rating Outcome Summary report includes the following:

- Summary of ratings
- Determination of "Met" or "Not Met" for each Element of the NQS
- The rating of each Standard and Quality Area
- A 'quality map' for each Standard
- Suggestions and resources for improvements

You can use this information to assist you in:

- Understanding and explaining your rating outcomes
- Sharing information about the quality of your service's practices with families
- Assessing areas for service quality improvement

How to read this document

The evidence of your service's practices, collected during the assessment, has been analysed to determine if each Element of the NQS has been 'Met' or 'Not Met' and rated at the Standard level in each Quality Area.

The information is organised by Quality Areas (i.e. QA1 to QA7). Each Quality Area includes:

A Quality Map of each Standard

This is a visual representation of your service's practices across the Standard. The highlighted descriptor reflects the analysis of evidence and indicates typical practice across each Standard during your assessment. This information can be shared with families to explain your rating at the Standard level.

Analysis notes of each Standard

In these notes the authorised officer can, if considered necessary, highlight particular practices that clarify or support their rating decision.

Quality Improvement notes and resources

These notes and resources aim to inform and support the cycle of continuous quality improvement of your service's practices. They can be considered for inclusion when you next update your service's Quality Improvement Plan.

Information about the National Quality Standard and rating levels can be found in the guide to the National Quality Standard or online at www.acecqa.gov.au

Overall Rating Summary

Overall Rating		Meeting NQS
STD1.1	The educational program enhances each child's learning and development.	Meeting NQS
STD1.2	Educators facilitate and extend each child's learning and development.	Meeting NQS
STD1.3	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.	Meeting NQS
QA1	Educational program and practice	Meeting NQS
STD2.1	Each child's health and physical activity is supported and promoted.	Meeting NQS
STD2.2	Each child is protected	Meeting NQS
QA2	Children's health and safety	Meeting NQS
STD3.1	The design of the facilities is appropriate for the operation of a service.	Meeting NQS
STD3.2	The service environment is inclusive, promotes competence and supports exploration and play-based learning.	Meeting NQS
QA3	Physical environment	Meeting NQS
STD4.1	Staffing arrangements enhance children's learning and development.	Meeting NQS
STD4.2	Management, educators and staff are collaborative, respectful and ethical.	Meeting NQS
QA4	Staffing arrangements	Meeting NQS
STD5.1	Respectful and equitable relationships are maintained with each child.	Meeting NQS
STD5.2	Each child is supported to build and maintain sensitive and responsive relationships.	Meeting NQS
QA5	Relationships with children	Meeting NQS
STD6.1	Respectful relationships with families are developed and maintained and families are supported in their parenting role.	Meeting NQS
STD6.2	Collaborative partnerships enhance children's inclusion, learning and wellbeing.	Meeting NQS
QA6	Collaborative partnerships with families and communities	Meeting NQS
STD7.1	Governance supports the operation of a quality service.	Meeting NQS
STD7.2	Effective leadership builds and promotes a positive organisational culture and professional learning community.	Meeting NQS
QA7	Governance and Leadership	Meeting NQS

Overall Summary Comments

Your service is acknowledged for its achievements in meeting the National Quality Standard and striving for quality outcomes for children. In particular, an educational program that responds to children's interests and scaffolds their learning and the effective leadership and the development of meaningful and positive relationships with children demonstrates the commitment to quality by the approved provider, educators and staff. Continue to reflect on current practice to maintain and improve on the quality outcomes evident during this assessment and rating process. The service may wish to consider the Quality Improvement Planning Notes throughout this report in prioritising areas for improvement.

Quality Area 1:Educational program and practice

STANDARD 1.1	The educational program enhances each child's learning and development.

Element	Concept	Descriptor	Met or Not Met
1.1.1	Approved learning framework	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.	Met
1.1.2	Child-centred	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.	Met
1.1.3	Program Learning opportunities	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.	Met

Theme	Theme Description	Confirm
Theme 1	Practice is embedded in service operations.	Yes
Theme 2	Practice is informed by critical reflection.	No
Theme 3	Practice is shaped by meaningful engagement with families and/or community.	Yes

1.1	The educational program enhances each child's learning and development.	Meeting NQS
STANDARD 1.1	Analysis Notes	
The service's approach to their curriculum consistently demonstrates a strong commitment to the Early Years Learning Framework and reflects a commitment to meaningful and regular engagement with families and the community. They provide opportunities to cultivate deep respect for, and knowledge of, Aboriginal culture. The educators regularly identify opportunities to strengthen the educational program, using routine times of the day such as transitions.		

STANDARD 1.2	Educators facilitate and extend each child's learning and development.

Element	Concept	Descriptor	Met or Not Met
1.2.1	Intentional teaching	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.	Met
1.2.2	Responsive teaching and scaffolding	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.	Met
1.2.3	Child directed learning	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.	Met

Theme	Theme Description	Confirm
Theme 1	Practice is embedded in service operations.	Yes
Theme 2	Practice is informed by critical reflection.	No
Theme 3	Practice is shaped by meaningful engagement with families and/or community.	No

1.2	Educators facilitate and extend each child's learning and development.	Meeting NQS
STANDARD 1.2	Analysis Notes	
Educators demonstrate a commitment to consistently implementing a deliberate and purposeful program to promote children's learning. Everyday interactions and planned group experiences stimulate children's thinking. Educators follow up on children's ideas and interests with open-ended questions and providing positive feedback, at times making use of spontaneous 'teachable moments' to extend children's learning.		

STANDARD 1.3	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.		

Element	Concept	Descriptor	Met or Not Met
1.3.1	Assessment and planning cycle	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.	Met
1.3.2	Critical reflection	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.	Met
1.3.3	Information for families	Families are informed about the program and their child's progress.	Met

Theme	Theme Description	Confirm
Theme 1	Practice is embedded in service operations.	Yes
Theme 2	Practice is informed by critical reflection.	No
Theme 3	Practice is shaped by meaningful engagement with families and/or community.	No

1.3	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.	Meeting NQS
STANDARD 1.3	Analysis Notes	

Educators work collaboratively to assess or evaluate each child's learning and development as part of an ongoing assessment and planning cycle that drives development of an educational program that enhances and extends each child's learning and development. They engage with children's families, particularly through Kinderloop and offered parent and educator meetings, to inform them about the educational program and their child's participation, learning and development. This enables families to understand their child's strengths, abilities and knowledge from the perspective of the service.

Quality Area 1: Ratings Summary

STANDARD 1.1	The educational program enhances each child's learning and development.	Meeting NQS
STANDARD 1.2	Educators facilitate and extend each child's learning and development.	Meeting NQS
STANDARD 1.3	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.	Meeting NQS
Was there evidence that the education program being delivered is not based on the developmental needs, interests and experiences of each child and this poses an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service?		No
Provide Significant Improvement Required comments if 'YES' was selected above:		N/A
	QUALITY AREA 1 RATING	Meeting NQS

Quality Improvement Plan notes (optional)
To build on achievements in this standard the service may consider: - supporting educators to welcome the voices of all children in their own assessment and planning, and to set their own goals for learning. - seeking out further ways to engage with families and the community to incorporate children's learning and development outside of the service into the assessment and planning cycle. - continuing to seek opportunities to cultivate deep respect for, and knowledge of, the cultural diversity of the broader community in the educational program, including Aboriginal and Torres Strait Islander histories and cultures.

- reflecting on theoretical and philosophical influences on practice.

Suggested Resources for Improvement

Consulting with Children (and Talking Thinking Floorbooks) / MindstretchersLtd
https://www.youtube.com/watch?v=qZ3yOPYqtno&app=desktop

Ngroo Education
https://www.ngrooeducation.org/resources

Let's Count. An early mathematics program for children aged three to five.
https://www.thesmithfamily.com.au/programs/numeracy/lets-count

Little Scientists. Early childhood professional development in STEM
https://littlescientists.org.au/

Quality Area 2:Children's health and safety

	STANDARD 2.1	Each child's health and physical activity is supported and promoted.

Element	Concept	Descriptor	Met or Not Met
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.	Met
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.	Met
2.1.3	Healthy lifestyle	Healthy eating and physical activity are promoted and appropriate for each child.	Met

Theme	Theme Description	Confirm
Theme 1	Practice is embedded in service operations.	Yes
Theme 2	Practice is informed by critical reflection.	No
Theme 3	Practice is shaped by meaningful engagement with families and/or community.	No

2.1	Each child's health and physical activity is supported and promoted.	Meeting NQS

STANDARD 2.1	Analysis Notes
Children who do not require sleep are provided with opportunities to engage in quiet play experiences while other children sleep, including the 'big school' program, with families being provided with the opportunity to communicate any changes in children's routines to educators. Educators support children's wellbeing by implementing effective hygiene practices to control the spread of infectious diseases and educators teach the children about healthy lifestyles in both planned experiences and spontaneous opportunities.	

STANDARD 2.2	Each child is protected		

Element	Concept	Descriptor	Met or Not Met
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.	Met
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.	Met
2.2.3	Child protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.	Met

Theme	Theme Description	Confirm
Theme 1	Practice is embedded in service operations.	Yes
Theme 2	Practice is informed by critical reflection.	No
Theme 3	Practice is shaped by meaningful engagement with families and/or community.	No

2.2	Each child is protected	Meeting NQS
STANDARD 2.2	Analysis Notes	

The service proactively identifies and manages risks, taking precautions to protect children from harm and hazard. Educators are made aware of current child protection policy and procedures, including their legal responsibilities, to enable them to act when required to protect any child who is at risk. They act on their responsibilities for ensuring children's safety at all times, including in relation to supervision. Plans are in place for managing emergencies, and these are scheduled regularly across a week to ensure they are practised with all children and educators throughout the year.

Quality Area 2: Ratings Summary

STANDARD 2.1	Each child's health and physical activity is supported and promoted.	Meeting NQS
STANDARD 2.2	Each child is protected	Meeting NQS
Was there evidence that practices and procedures pose an unacceptable risk to the safety, health and wellbeing of any child or children being educated and cared for by the service for any of the areas: 1. adequate supervision, or 2. taking every reasonable precaution to protect children from harm and hazards, or 3. health and hygiene, or 4. food handling and food preparation, or 5. safe drinking water and food, or 6. the environment is tobacco, drug and alcohol free, or 7. preventing the spread of infectious disease, or 8. managing children's medical conditions, or 9. administering medications, or 10. managing emergencies, or 11. managing excursions, or 12. collection of children from the service		No
Provide Significant Improvement Required comments if 'YES' was selected above:		N/A
	QUALITY AREA 2 RATING	Meeting NQS

Quality Improvement Plan notes (optional)
To build on achievements in this standard the service may consider: - discussing social justice and equity implications of practice decisions to support and promote each child's health and safety, ensuring that practice takes into account the needs and rights of every child. - actively raising awareness of issues impacting on child safety with families and the community, including in the context of child protection. - implementing protective behaviour programs with the children. - exploring additional partnerships with families and the broader community to further enhance health outcomes. - involving children in the development of risk assessments.

Suggested Resources for Improvement
The Children's Hospital at Westmead fact sheets for families linking to children's healthy eating, allergies, special diets and oral care http://www.schn.health.nsw.gov.au/ Bravehearts Education Program https://bravehearts.org.au/what-we-do/education-and-training/ Fire: Are you Ready? http://thespoke.earlychildhoodaustralia.org.au/fire-are-you-ready/ Be You Fact Sheets https://beyou.edu.au/fact-sheets

Quality Area 3:Physical environment

STANDARD 3.1	The design of the facilities is appropriate for the operation of a service.

Element	Concept	Descriptor	Met or Not Met
3.1.1	Fit for purpose	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.	Met
3.1.2	Upkeep	Premises, furniture and equipment are safe, clean and well maintained.	Met

3.1	The design of the facilities is appropriate for the operation of a service.	Meeting NQS
STANDARD 3.1	Analysis Notes	
The premises and resources are clean and well maintained, ensuring that all children are able to access and participate safely and meaningfully in the program. The design of the service provides children with opportunities indoors to be involved in self-chosen and negotiated experiences that can be quiet or active learning situations, solitary play experiences, or routines with small and large groups.		

STANDARD 3.2	The service environment is inclusive, promotes competence and supports exploration and play-based learning.

Element	Concept	Descriptor	Met or Not Met
3.2.1	Inclusive environment	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.	Met
3.2.2	Resources support play-based learning	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.	Met
3.2.3	Environmentally responsible	The service cares for the environment and supports children to become environmentally responsible.	Met

Theme	Theme Description	Confirm
Theme 1	Practice is embedded in service operations.	Yes
Theme 2	Practice is informed by critical reflection.	No
Theme 3	Practice is shaped by meaningful engagement with families and/or community.	Yes

3.2	The service environment is inclusive, promotes competence and supports exploration and play-based learning.	Meeting NQS
STANDARD 3.2	Analysis Notes	
Educators support children's environmental awareness and responsibility, with connections through the community supporting the development of sustainable practices and access to resources. The outdoor environment is not only available as a place for children to release energy and engage in physical activity but also for exploration, problem solving and creative expression.		

Quality Area 3: Ratings Summary

STANDARD 3.1	The design of the facilities is appropriate for the operation of a service.	Meeting NQS
STANDARD 3.2	The service environment is inclusive, promotes competence and supports exploration and play-based learning.	Meeting NQS
Was there evidence that there is systematic and ongoing failure to ensure that: 1. the premises (including outdoor play spaces), furniture or equipment are safe and in good repair, or 2. there is sufficient furniture, materials and developmentally appropriate equipment for each child, or 3. indoor or outdoor space requirements are met and this failure poses an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service.		No
Provide Significant Improvement Required comments if 'YES' was selected above:		N/A
	QUALITY AREA 3 RATING	Meeting NQS

Quality Improvement Plan notes (optional)
To build on achievements in this standard the service may consider: - increasingly engaging with children in constructing and adapting their own play environments. - engaging with the local Aboriginal community to implement design elements in the outdoor environment that reflect their culture. - seeking children's voices and input in reflecting on and planning for the design of the environment. - seeking ways to reflect on opportunities to enhance children's learning and development through the creative and flexible use of space and resources.

Suggested Resources for Improvement
Sustainability Audit Tool https://www.cccinc.org.au/docs/resource-sheet_sustainability-audit-tool-v-2015.pdf Statement on the Inclusion of Every Child in Early Childhood Education and Care

http://www.earlychildhoodaustralia.org.au/wp-content/uploads/2014/01/Statement-of-Inclusion-2016.pdf

The environment as the third teacher
https://www.acecqa.gov.au/sites/default/files/2018-04/QA3_TheEnvironmentAsTheThirdTeacher.pdf

Taking a chance on risky play - part one
https://www.cela.org.au/publications/amplify!-blog/may-2019/risky-play-part-one?utm_medium=email&utm_campaign=Amplify%20050619&utm_content=Amplify%20050619+CID_6c483b7c0d131f94164db7cd1985f122&utm_source=email&utm_term=part%20one%20here

Quality Area 4: Staffing arrangements

STANDARD 4.1	Staffing arrangements enhance children's learning and development.

Element	Concept	Descriptor	Met or Not Met
4.1.1	Organisation of Educators	The organisation of educators across the service supports children's learning and development.	Met
4.1.2	Continuity of staff	Every effort is made for children to experience continuity of educators at the service.	Met

Theme	Theme Description	Confirm
Theme 1	Practice is embedded in service operations.	Yes
Theme 2	Practice is informed by critical reflection.	No
Theme 3	Practice is shaped by meaningful engagement with families and/or community.	No

4.1	Staffing arrangements enhance children's learning and development.	Meeting NQS
STANDARD 4.1	Analysis Notes	

Educators are able to direct their full attention to their work with children, as they do not have to attend simultaneously to other tasks as staffing arrangements at the service allow for additional support. Purposeful consideration is given to the organisation of educators to ensure familiarity and continuity for children and a high quality learning and care environment.

STANDARD 4.2	Management, educators and staff are collaborative, respectful and ethical.		

Element	Concept	Descriptor	Met or Not Met
4.2.1	Professional collaboration	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.	Met
4.2.2	Professional standards	Professional standards guide practice, interactions and relationships.	Met

Theme	Theme Description	Confirm
Theme 1	Practice is embedded in service operations.	Yes
Theme 2	Practice is informed by critical reflection.	No
Theme 3	Practice is shaped by meaningful engagement with families and/or community.	No

4.2	Management, educators and staff are collaborative, respectful and ethical.	Meeting NQS
STANDARD 4.2	Analysis Notes	
Educators demonstrate a high level of collaboration, affirming, challenging, supporting and learning from each other, reflecting collaboratively on pedagogical knowledge and curriculum delivery. The service enables and promotes regular opportunities for all members of the service team to work collaboratively and to share and learn from each other's existing and developing strengths and skills.		

Quality Area 4: Ratings Summary

STANDARD 4.1	Staffing arrangements enhance children's learning and development.	Meeting NQS
STANDARD 4.2	Management, educators and staff are collaborative, respectful and ethical.	Meeting NQS
Was there evidence that there is: 1. systematic and ongoing failure to meet staffing arrangements (educator-to-child ratios and qualification requirements), or 2. behaviour, interactions or lack of collaboration between staff members leads to unprofessional practice and this poses an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service.		No
Provide Significant Improvement Required comments if 'YES' was selected above:		N/A
	QUALITY AREA 4 RATING	Meeting NQS

Quality Improvement Plan notes (optional)
To build on achievements in this standard the service may consider: - increasingly sharing information about current recognised approaches and research on education and care. - providing opportunities to collaborate with families in the service's approach to continuity of care for children. - seeking out opportunities to involve families in decision making and problem solving in regards to ethical issues at the service. - seeking further ways to cultivate a deep respect for Aboriginal and Torres Strait Islander histories and cultures within the service team.

Suggested Resources for Improvement
Working with the ECA Code of Ethics http://learninghub.earlychildhoodaustralia.org.au/elearning/working-eca-code-ethics/ Supporting Children's Rights Statement of Intent

http://www.earlychildhoodaustralia.org.au/shop/product/supporting-young-childrens-rights-statement-of-intent-2015-2018/

Acknowledging Great Work
https://www.cela.org.au/publications/amplify!-blog/february-2020/acknowledge-great-work?utm_medium=email&utm_campaign=Amplify%20-%20new%20year%20wellness%20feature%20-%20110121&utm_content=Amplify%20-%20new%20year%20wellness%20feature%20-%20110121+CID_0e38f701335ea32426cdf7c919259885&utm_source=email&utm_term=Read%20more

Quality Area 5:Relationships with children

STANDARD 5.1	Respectful and equitable relationships are maintained with each child.

Element	Concept	Descriptor	Met or Not Met
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.	Met
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.	Met

Theme	Theme Description	Confirm
Theme 1	Practice is embedded in service operations.	Yes
Theme 2	Practice is informed by critical reflection.	No
Theme 3	Practice is shaped by meaningful engagement with families and/or community.	Yes

5.1	Respectful and equitable relationships are maintained with each child.	Meeting NQS

STANDARD 5.1	Analysis Notes

Educators develop responsive, warm, trusting and respectful relationships with children that promote their wellbeing, self-esteem, sense of security and belonging. They interact positively with children, focusing on developing respectful and reciprocal relationships that enable children to develop their social skills.The educators approach promotes a sense of belonging for children and families at the service and is strengthened by meaningful relationships with families.

STANDARD 5.2	Each child is supported to build and maintain sensitive and responsive relationships.

Element	Concept	Descriptor	Met or Not Met
5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other.	Met
5.2.2	Self-regulation	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.	Met

Theme	Theme Description	Confirm
Theme 1	Practice is embedded in service operations.	Yes
Theme 2	Practice is informed by critical reflection.	No
Theme 3	Practice is shaped by meaningful engagement with families and/or community.	No

5.2	Each child is supported to build and maintain sensitive and responsive relationships.	Meeting NQS

STANDARD 5.2	Analysis Notes
Educators facilitate cooperative and collaborative learning opportunities for the children and ensure each child is supported at all times to regulate their own behaviour, to respond appropriately to the behaviour of others and to communicate effectively to resolve conflicts. Children are supported to build and maintain sensitive and responsive relationships, with educators implementing purposeful experiences that develop children's skills in social interactions and support them to communicate effectively.	

Quality Area 5: Ratings Summary

STANDARD 5.1	Respectful and equitable relationships are maintained with each child.	Meeting NQS
STANDARD 5.2	Each child is supported to build and maintain sensitive and responsive relationships.	Meeting NQS
Was there evidence that relationships with children do not maintain the dignity and rights of every child and: 1. there is inappropriate use of discipline (corporal punishment or discipline that is unreasonable in the circumstance), or 2. do not have regard for each child's family, cultural values, age, intellectual or physical development, or 3. there is an absence of positive guidance, or 4. there is an absence of equitable opportunities for children to interact and develop and this poses an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service.		No
Provide Significant Improvement Required comments if 'YES' was selected above:		N/A
	QUALITY AREA 5 RATING	Meeting NQS

Quality Improvement Plan notes (optional)
To build on achievements in this area the service may consider: - supporting educators to develop self-awareness of the theoretical perspectives that influence their pedagogy, and the practice across the service, and show that they are committed to continuous improvement. - encouraging all educators to draw on their knowledge of each family's strengths and priorities, including behaviour guidance approaches in the home environment, to support children to build and maintain sensitive and responsive relationships. - researching further strategies to develop a deep understanding and appreciation of the cultural diversity of the service and the broader community, including Aboriginal and Torres Strait Islander histories and cultures. - researching ways to further challenge stereotypes and biases with the children. - increasingly providing opportunities for children to engage in ongoing collaborative projects that involve research, planning, problem solving and shared decision making.

Suggested Resources for Improvement
Guiding Children's Behaviour, Louise Porter http://federalccc.com.au/new/wp-content/uploads/2015/03/Louise-Porter-developing_responsible_behaviour.pdf Children's rights - Seen and heard: Children's Rights in early childhood education https://www.pademelonpress.com.au/social-development/seen-heard.html The Circle of Security: Roadmap to building supportive relationships http://www.earlychildhoodaustralia.org.au/wp-content/uploads/2013/12/RIP0704-sample-chapter.pdf

Quality Area 6:Collaborative partnerships with families and communities

STANDARD 6.1	Respectful relationships with families are developed and maintained and families are supported in their parenting role.

Element	Concept	Descriptor	Met or Not Met
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in the service and contribute to service decisions.	Met
6.1.2	Parents views are respected	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing	Met
6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.	Met

Theme	Theme Description	Confirm
Theme 1	Practice is embedded in service operations.	Yes
Theme 2	Practice is informed by critical reflection.	No
Theme 3	Practice is shaped by meaningful engagement with families and/or community.	No

6.1	Respectful relationships with families are developed and maintained and families are supported in their parenting role.	Meeting NQS
STANDARD 6.1	Analysis Notes	
Families are provided with the opportunity to share information about their children to assist educators to get to know them and help them to settle into the program. The service supports families in becoming partners in their child's experience at the service, engaging collaboratively and respectly with families from enrolment and orientation to learn about their expertise and priorities for their child's learning and wellbeing. Families are invited and supported to participate in the program and events at the service.		

STANDARD 6.2	Collaborative partnerships enhance children's inclusion, learning and wellbeing.

Element	Concept	Descriptor	Met or Not Met
6.2.1	Transitions	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.	Met
6.2.2	Access and participation	Effective partnerships support children's access, inclusion and participation in the program.	Met
6.2.3	Community engagement	The service builds relationships and engages with its local community.	Met

Theme	Theme Description	Confirm
Theme 1	Practice is embedded in service operations.	Yes
Theme 2	Practice is informed by critical reflection.	No
Theme 3	Practice is shaped by meaningful engagement with families and/or community.	Yes

6.2	Collaborative partnerships enhance children's inclusion, learning and wellbeing.	Meeting NQS
STANDARD 6.2	Analysis Notes	

The service has developed many relationships within the local community, with these links supporting children's learning, inclusion and transitions. The service considers and creates opportunities for collaboration with families and the professionals who work with the children to strengthen their approach to enhancing children's inclusion. Educators have demonstrated a developing commitment to raising awareness of, and cultivating a deep respect for Aboriginal and Torres Strait Islander cultures, which will strengthen through the development of a Reconciliation Action Plan.

Quality Area 6: Ratings Summary

STANDARD 6.1	Respectful relationships with families are developed and maintained and families are supported in their parenting role.	Meeting NQS
STANDARD 6.2	Collaborative partnerships enhance children's inclusion, learning and wellbeing.	Meeting NQS
Was there evidence that the role of parents and families is not respected and supported due to a failure to: 1. provide adequate information to families about the child or the service, or 2. ensure that a parent has access to their child, or 3. have adequate enrolment procedures and records (health, needs, abilities) and this poses an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service.		No
Provide Significant Improvement Required comments if 'YES' was selected above:		N/A
	QUALITY AREA 6 RATING	Meeting NQS

Quality Improvement Plan notes (optional)
To build on achievements in this area the service may consider: - continuing to support families to build relationships with relevant community services and agencies. - discussing as a team, the identified social justice and equity implications of their approach to engaging with and supporting each family's participation in the service, including self awareness of educators own biases and how these may impact on building respectful relationships with families. - seeking out and building relationships with community groups, including mutually beneficial partnerships that make connections with local Elders and give back to the community. - reflecting on how their engagement with the community influences the design and delivery of the program.

Suggested Resources for Improvement
School readiness questions asked https://www.cela.org.au/2019/08/05/school-readiness-questions-asked/ Early Childhood Australia: Parent Resources http://www.earlychildhoodaustralia.org.au/parent-resources/ Collaborating with families: Not a problem! http://thespoke.earlychildhoodaustralia.org.au/collaborating-families-not-problem/ SNAICC - Sector Development Audit Tool: https://www.snaicc.org.au/sector-development/audit-tool-2/

Quality Area 7:Governance and Leadership

STANDARD 7.1	Governance supports the operation of a quality service.

Element	Concept	Descriptor	Met or Not Met
7.1.1	Service philosophy and purpose	A statement of philosophy guides all aspects of the service's operations.	Met
7.1.2	Management systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.	Met
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the service.	Met

Theme	Theme Description	Confirm
Theme 1	Practice is embedded in service operations.	Yes
Theme 2	Practice is informed by critical reflection.	No
Theme 3	Practice is shaped by meaningful engagement with families and/or community.	No

7.1	Governance supports the operation of a quality service.	Meeting NQS
STANDARD 7.1	Analysis Notes	

The management team develops procedures and processes to ensure there are effective systems in place to support the service to operate effectively and ethically. A shared understanding of the service's statement of philosophy underpins practice and decision-making for both individual educators and the service. The service fosters an understanding of the staffing structure and responsibilities of all staff.

STANDARD 7.2	Effective leadership builds and promotes a positive organisational culture and professional learning community.		
Element	Concept	Descriptor	Met or Not Met
7.2.1	Continuous improvement	There is an effective self-assessment and quality improvement process in place.	Met
7.2.2	Educational leadership	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.	Met
7.2.3	Development of professionals	Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.	Met

Theme	Theme Description	Confirm
Theme 1	Practice is embedded in service operations.	Yes
Theme 2	Practice is informed by critical reflection.	No
Theme 3	Practice is shaped by meaningful engagement with families and/or community.	No

7.2	Effective leadership builds and promotes a positive organisational culture and professional learning community.	Meeting NQS
STANDARD 7.2	Analysis Notes	
The service encourages educators to participate in reflection on key practices to enable them to provide input into planning for continuous quality improvement. The educational leader works collaboratively with educators to effectively lead the development of the curriculum and to set expectations for teaching and learning as a team. The team reflects on their own learning and professional development goals and the service uses this to identify opportunities to strengthen their performance and practice.		

Quality Area 7: Ratings Summary

STANDARD 7.1	Governance supports the operation of a quality service.	Meeting NQS
STANDARD 7.2	Effective leadership builds and promotes a positive organisational culture and professional learning community.	Meeting NQS
Was there evidence that: 1. there are serious concerns about the fitness and propriety of the approved provider and processes for ensuring that staff, primary nominee and co-ordinators are fit and proper, or 2. the approved provider has breached a condition on the service approval which poses an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service, or 3. the Regulatory Authority is not satisfied that the service is being operated in compliance with the National Law and poses an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service, or 4. there is systematic and ongoing failure to: a. address grievances and complaints, or b. requirements regarding policies and procedures, or c. requirements regarding information and record keeping, or d. notify the Regulatory Authority of relevant changes to the operation of the service, serious incidents and any complaints which allege a breach of the Law and any of a to d (of the above) poses an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service.		No
Provide Significant Improvement Required comments if 'YES' was selected above:		N/A
	QUALITY AREA 7 RATING	Meeting NQS

Quality Improvement Plan notes (optional)
To build on achievements in this area the service may consider: - continuing to maintain a commitment to attending professional development to increase educators skills and knowledge. - supporting families to understand the role of the educational leader in relation to their own child's participation in the service. - increasingly seeking ways of actively supporting families and the community to meaningfully engage with the service philosophy, policies and procedures, and to provide feedback and contribute to regular reviews. - continuing to support and enable all members of the service team to provide feedback on opportunities to strengthen governance and administrative systems.

Suggested Resources for Improvement
The Educational Leader Resource https://www.acecqa.gov.au/sites/default/files/2019-03/TheEducationalLeaderResource.pdf

Consultative Quality Improvement Plan
https://www.narragunnawali.org.au/professional-learning/48/consultative-quality-improvement-plan-reconciliation-focus

Quality Area 7 - Governance and leadership
https://www.acecqa.gov.au/sites/default/files/2020-03/QA7_Introduction.pdf

A philosophy of continuous improvement
https://wehearyou.acecqa.gov.au/tag/service-philosophy/