



Australian Children's  
Education & Care  
Quality Authority

# Quality Improvement Plan template

National Quality Standard

Updated February 2023



## The National Quality Standard and Quality Improvement

The National Quality Standard is the standard against which providers self-assess the performance of their service/s in delivering quality education and care, and plan future improvements to their service/s. One result of this process is a Quality Improvement Plan (QIP).

The Education and Care Services National Regulations 2017 (the National Regulations) require approved providers to prepare a Quality Improvement Plan (regulation 55) for each service that:

- includes an assessment by the provider of the quality of the practices of the service against the National Quality Standard
- and the National Regulations; and
- identifies any areas that the provider considers may require improvement; and
- contains a statement of philosophy of the service.

The National Regulations do not prescribe a format for a Quality Improvement Plan. The purpose of this template is to offer a format that supports approved providers to meet their obligations under the National Regulations.

Approved providers also have an obligation (r56) to review and revise the Quality Improvement Plan at least annually, having regard to the National Quality Standard.

A Quality Improvement Plan must be reviewed and/or submitted to the regulatory authority on request. The National Regulations do not prescribe a format for a Quality Improvement Plan.

Approved providers also have an obligation (r56) to review and revise the Quality Improvement Plan at least annually, having regard to the National Quality Standard. A Quality Improvement Plan must be reviewed and/or submitted to the regulatory authority on request.

## About the ACECQA Quality Improvement Plan template

The purpose of this template is to offer a planning format that supports approved providers to meet their obligations under the National Regulations.

This template provides quick links to helpful resources for each quality area in the [Guide to the National Framework](#) and the [ACECQA website](#).

## Exceeding NQS themes guidance

The [Exceeding NQS](#) sections provided for each standard should be completed when there is evidence of one or more Exceeding NQS themes demonstrated in the practice at the service.

When the QIP is submitted to the regulatory authority for assessment and rating, an authorised officer will consider the evidence documented and gathered at the assessment visit to determine if the Exceeding NQS themes are being met.

For further information on the three Exceeding themes, including what authorised officers consider when reviewing whether evidence demonstrates a theme, see ACECQA's [Exceeding the NQS](#) webpage.

## Service details

<b>Service name</b>		<b>Service approval number</b>	
Kath Dickson Family Day Care- Metropolitan Home-Based Services		SE 00000832 Metropolitan	
<b>Primary contacts at service</b>			
<b>Deb Mogg</b>			
<b>Robin Craymer</b>			
<b>Physical location of service</b>		<b>Physical location contact details</b>	
Street	26 Webcke Crescent	Telephone	4633 8400
Suburb	Kleinton	Mobile	0458 580 519
State/territory	QLD	Fax	
Postcode	4352	Email	rcraymer@kdfc.com.au
<b>Approved Provider</b>		<b>Nominated Supervisor</b>	
Primary contact	Debby Mogg	Name	Debby Mogg and Robin Craymer
Telephone	4633 8400	Telephone	46 33 84 00
Mobile		Mobile	0458 580 519
Fax		Fax	
Email	<a href="mailto:dmogg@kdfc.com.au">dmogg@kdfc.com.au</a>	Email	dmogg@kdfc.com.au
<b>Postal address (if different to physical location of service)</b>			
Street	P.O. Box 1746	State/territory	QLD
Suburb	Toowoomba	Postcode	4350
<b>Educational leader</b>			
Name	Robin Craymer		
Telephone	4633 8400		
Email	<a href="mailto:rcraymer@kdfc.com.au">rcraymer@kdfc.com.au</a>		

## Operating hours

For each day of the week this service is open, indicate the times of the day when education and care is provided. For centre-based services, this does not include non-contact hours for staff.

Describe the scheduled opening and closing times using a 24-hour clock (e.g. 07:30 to 18:00) rather than 'AM' and 'PM'.

Round times to the nearest quarter of an hour.

If the service is open for two sessions per day, please indicate the opening and closing times for both sessions.

Family day care services or multi-site services should list the operating hours of the service office.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	8.30	8.30	8.30	8.30	8.30		
Closing time	16.30	16.30	16.30	16.30	16.30		

## Additional information about your service

The following information will assist the regulatory authority to plan the assessment visit.

Provide additional information about your service—parking, school holiday dates, pupil-free days, etc.

Kath Dickson Family Day Care-Metropolitan Home-Based Service covers a large geographical area encompassing Toowoomba and surrounding districts including Dalby, Oakey, Gatton, Southbrook, Warwick, Cambooya, Chinchilla and Roma.

How are the children grouped at your service?

We are a Family Day Care service.

Write the name and position of person(s) responsible for submitting this Quality Improvement Plan (e.g. Cheryl Smith, Nominated Supervisor)

Robin Craymer, Nominated Supervisor

For family day care services, indicate the number of educators currently registered in the service and attach a list of the educators and their addresses.

No. of educators:

## Service statement of philosophy

*This philosophy and vision guide KDFDC's program and all other operations of KDFDC. They were developed in consultation with parents, staff and Educators, and are reviewed regularly.*

**KATH DICKSON FAMILY DAY CARE WAS FOUNDED IN 1975 BY MISS KATH DICKSON, A WOMAN DEDICATED TO THE NEEDS OF CHILDREN AND THEIR FAMILIES.**

**Our Vision:** To advance the education and wellbeing of children, individuals and families.

**Our Philosophy:** Our service believes that children and families are the foundation of our community.

Children have the right to belong in safe, secure environments where they can develop a strong sense of identity.

We believe in fair and inclusive practices that support culture, individuality and diversity.

We promote rich educational and play based environments, with a variety of experiences that engage children in their own learning.

The holistic development of children is enhanced as their needs and interests are responded to positively.

We advocate strongly for children, families, Educators, Coordinators and members of the wider community to participate and prepare children for their future in society.

We endeavour to build strong relationships with all stakeholders and act as a role model to promote sustainability and an awareness of environmentally friendly practices.

Together we believe we can make a difference as we continue to encourage our children, families and community

## **OUR ACKNOWLEDGEMENT TO COUNTRY**

We are honoured to acknowledge our Elders, past, present and emerging.

They have walked this land with us, and before us; today, yesterday and generations long ago.

They have lived lives of courage, strength and determination.

We recognise their legacy, that each of us now carries.

We recognise the path that their footsteps have carved for us.

We acknowledge the trust that has been placed in us to continue this journey.

We do all of this with respect, relevance and understanding.

## 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.

Additional information and resources about Quality Area 1 are available in the [Guide to the National Quality Framework](#) and the [ACECQA website](#).

### Quality Area 1: Standards and elements

<b>Standard 1.1</b>	<b>The educational program enhances each child’s learning and development.</b>	
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.
<b>Standard 1.2</b>	<b>Educators facilitate and extend each child’s learning and development.</b>	
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.
<b>Standard 1.3</b>	<b>Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.</b>	
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.



## National Law and National Regulations underpinning Quality Area 1

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 1 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 51(1)(b)	Conditions on service approval (educational and developmental needs of children)	1.1.1
Section 168	Offence relating to required programs	1.1.1, 1.1.2
Regulation 73	Educational program	1.1.1
Regulation 74	Documenting of child assessments or evaluations for delivery of educational program	1.3.1
Regulation 75	Information about educational program to be kept available	1.3.3
Regulation 76	Information about educational program to be given to parents	1.3.3
Regulation 274A NSW	Programs for children over preschool age	1.3.1
Regulation 289A NT	Programs for children over preschool age	1.3.1
Regulation 298A Queensland	Programs for children over preschool age	1.3.1

## Quality Improvement Plan for Quality Area 1

### Summary of strengths for Quality Area 1

<b>Strengths</b>	<p>Standard 1.1</p> <ul style="list-style-type: none"><li>• Kath Dickson Family Day Care (KDFDC) uses the approved frameworks - The EYLF, MTOP. The Frameworks are embedded by educators in their programs whether they choose to use an App, the KDFDC Diary, Harmony Web Programming or other means of planning. The Diary is developed and supplied by KDFDC. The diary is available for download or on Harmony Web. The Educator Diary includes the planning of intentional teaching experiences, group observations, extensions, reflection and the documentation of spontaneous activities. Educator Diaries (including Harmony Web) and Apps including StoryPark, Kinderloop etc assist Educators in designing, implementing and evaluating inclusive and balanced learning journeys for each child.</li><li>• The Educator Diary allows educators to align their program and practice with the service philosophy. For those educators using Apps and other methods of planning, the service philosophy is available on the KDFDC Secure Zone.</li><li>• The EYLF is reflected in Educators' planning cycles and documentation. Learning stories, artwork samples and annotated photographs are collated in individual children's portfolios. These portfolios show that the Educators' learning environments are a balance of child-initiated learning and intentional teaching. Children are provided opportunities to make choices, explore, imagine, create, problem-solve and develop socially. Educators give children choices to find their own learning journey through prior knowledge and interests. Individual portfolios are recommended by our service to every educator and take many forms from scrap books, electronic folders, Apps and private/closed Facebook pages.</li><li>• Scheduled and supported playgroups are facilitated by the Coordination team to role model, and share curriculum planning ideas and reflective practice strategies with Educators.</li><li>• Literacy is supported through story time at playgroups and online, connections with organisations such as First Five Forever and events such as Simultaneous Storytime.</li><li>• KDFDC has developed an Educational Program and Practice manual which provides educators with a hands-on guide to the NQF, Planning Cycles and the requirements for documenting and planning for each child.</li><li>• Critical reflection questions are conducted regularly in both the newsletter and the Coordinator Focus of Visits. This guides Educators to identify and support children's individual needs in terms of their learning. During support visits Educators and Coordinators discuss these questions and Educators are provided with appropriate links to inform further thought and implementation for improvement. Critical reflection allows Educators to plan intentional teaching activities and respond to children's ideas, curiosity and emerging knowledge.</li><li>• Educators are provided various modes of training in all seven Quality Areas as a component of their initial training schedule. New and prospective educators are linked to our Secure Zone to access this training.</li></ul>
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- The Educational Leader (EL) provides resources and guidance to the coordination unit as well as face-to-face visits to Educators as requested by the Educators or coordination team. ELs also attend supported playgroups, provide support phone calls and conduct Zoom or Teams meetings to Educators as required; participate in KDFDC closed Facebook group 'Let's Share', offering ongoing resourcing to staff and Educators. The EL provides information in the quarterly service Newsletter.
- The KDFDC team support Educators to recognise and consider children's cultural background in planning and implementing programs. KDFDC has a strong history and reputation for supporting families, children, educators and staff from a range of cultures. Educators with children from a non-English speaking background are encouraged to use an App called "Translate" and/or access local support services.
- KDFDC has implemented and supplied to Educators an 'All About Me' sheet which is completed at enrolment and gathers information for the individual child. This information is used to inform the child's individual cycle of planning. For example, John's parents may have indicated that he likes to read stories about trains. Activities are then able to be planned around John's love of trains.
- 'The 8 Ways of Indigenous Learning' have been included in the Educator Diary, and educators are encouraged to link to this in their planning.
- The KDFDC Acknowledgement to Country is available to Educators on the Secure Zone and in the Educator Dairy, and was recently printed on postcards and given to Educators to distribute to families. Educators are encouraged to embed this in their program and daily practice.
- Educators promote Diversity by having posters, artwork and words around their service displaying words in other languages.

#### Standard 1.2

- KDFDC has developed a members only area on our website called the 'Secure Zone' which allows Educators 24/7 access to all supporting documentation including the 'Early Years Learning Framework', 'Belonging, Being and Becoming' and the Framework for School Age Care.
- Educational Leader resources are regularly developed and provide extension ideas for relevant focus areas. E.g. for Easter, the Educational Leader uploaded an online story to the 'Secure Zone' for the Educators to play to the children, which was then followed by a craft activity and a fact sheet containing ideas and links to extend on this interest.
- Learning story templates have been developed by KDFDC and are available on the 'Secure Zone' Each template requires the educator to extend the learning into future planning.
- Assessments for Learning have been developed and assist Educators to evaluate a child's development and plan extensions for each individual child's developmental needs.
- Educators gain information from parents and children upon enrolment during an interview process and also where possible, document on a discussion sheet. Daily conversations with parents and children as well as observations assist to contribute to each child's learning and development outcomes. Educators are

competent in assessing children for their learning. Parents are able to view curriculum planning, their child's portfolio and are provided with a daily verbal exchange of information.

- Collaboration with community & families is encouraged and supported by KDFDC. E.g. Educators are guided by the EL and Coordination team to include Children's Voice in their program where children can add their ideas/ thoughts and suggestions. For example, an Educator has recently initiated a project to support the Pyjama Foundation by baking cupcakes with the children using ingredients donated by the families. The children were also involved in creating posters etc.. to market their products. The suggestion for this came from a child in care who is in the foster care system and is supported by this organisation.
- Educators respond to children's ideas and support child-directed learning. E.g. on a visit a Coordinator observed a child give the Educator a piece of cake from the Home Dramatic Play area. They sat together while the Educator enjoyed the cake this then prompted a conversation between Educator and child about the story 'Where Is the Green Sheep?' and how the Green Sheep had also been eating cake in the story. This then prompted conversations about other stories that have food in them.

#### Standard 1.3

- The KDFDC closed Facebook page "Let's Share" offers educators the opportunity to ask other FDC Educators advice on questions about their own program and practice. Educators share information, ideas and upcoming events to consider for planning activities for the children in care. Educators use this platform to seek information and critically reflect on questions and improvements that they wish to make to either change or improve in their environments.
- After much reflection about how the service engages in meaningful communication with families, we have adopted 'Kath the Koala' who goes out to visit families and children at their homes. This allows families to contribute to and provide feedback into the program. Educators are then able to reflect on Kath's experiences with the family and implement these in the program through activities based on family and child's individual interests.
- During COVID 19, KDFDC adapted activity bags for each educator. These bags are based on a monthly Policy for review and link to the EYLF outcomes and assist educators to implement the cycle of planning for each child. E.g. a recent bag was based on Sustainability. Each child was provided seeds to grow, activities to do and links to further ideas and extensions.
- The cycle of planning is an embedded practice as all Educators actively participate in collecting observations, noting children's interests, skills, development and valuable information derived from discussions with families. This information is then reflected on and implemented into learning experiences for the children.
- Educators develop and regularly revisit their personal Quality Improvement Plan (QIP) and Professional Development (PD) plan to help them continually evaluate and improve their processes.

## Summary of strengths in practice where there is evidence of Exceeding NQS themes

### Notes:

- This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
- Additional information about the Exceeding NQS themes is available on ACECQA's [Exceeding the NQS](#) webpage.

Standard 1.1 – Program: The educational program enhances each child’s learning and development.

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

## Summary of strengths in practice where there is evidence of Exceeding NQS themes

### Notes:

- This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
- Additional information about the Exceeding NQS themes is available on ACECQA's [Exceeding the NQS](#) webpage.

### Standard 1.2 – Practice: Educators facilitate and extend each child’s learning and development.

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

## Summary of strengths in practice where there is evidence of Exceeding NQS themes

### Notes:

- This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
- Additional information about the Exceeding NQS themes is available on ACECQA's [Exceeding the NQS](#) webpage.

Standard 1.3 – Assessment and planning: Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

## Key improvements sought for Quality Area 1

### Improvement Plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1.1.1	In KDFDC, there is a variance in skills and abilities of educators to record/document curriculum decision-making.	Upskilling all educators to produce high quality curriculum documentation that reflects each child's learning and development outcomes in relation to <ul style="list-style-type: none"> <li>• their identity,</li> <li>• connection with community,</li> <li>• wellbeing, and</li> <li>• confidence as learners and effectiveness as communicators.</li> </ul>	H	Introduce and train Educators to use Harmony Web Programming. Coordinators monitor documentation on visits.  Develop a suite of online professional development, to support all Educators in all areas.	Educators successfully transitioned to Harmony Web, each child's learning journey is evident. Families have ready access to the online platform. Educators who are using a variety of other programming and planning are successfully reflecting upon each child's learning journey.  Relevant professional development sessions scheduled created and available on Secure Zone.	Monthly @ Support visits  Ongoing	Focus of Visits has opened up discussion around the transition. Coord team training conducted on 05.07.22. Subscription paid for all educators to utilise Harmony Web Programming and Practice.  EL developing branded easy to use observation templates.  <i>Product vs Process, Theorists PDs added early 2022.</i>





				<p>Survey Educators for top 3 PD interest areas and how they would support the delivery of their program and planning.</p> <p>Review current strategies at quarterly team meetings.</p> <p>Review Program Manual</p>	<p>Educator response and feedback, large uptake of survey.</p> <p>Programs platforms are reviewed, and our own practices are critically reflected upon.</p>	<p>April 2023</p> <p>Ongoing 3 monthly</p> <p>April 2023</p>	<p>Monthly meetings are scheduled for Metro and in conjunction with East Coast service to discuss / review Educator Programming</p>
1.3.2	Some Educators have identified they struggle with critical reflection on children’s learning and development, both as individuals and	Assist Educators to understand the concept of critical reflection, to then reflect on their practices, use analysis of learning	M	<p>Professional development.</p> <p>Ongoing visits from Coordinators and specialised visits from Educational Leader as required.</p>	<p>Documented reflection on programs.</p> <p>Professional Development conducted and high level of attendance noted.</p>	<p>Reflection PD scheduled in 2023.</p> <p>2022 PDs included a selection</p>	<p>Professional development sessions and supported playgroups are established with Educators to reach as many as possible.</p>

	<p>in groups, and how to implement the reflections in the program.</p> <p>Educators are challenged to document critical reflections on their practices.</p>	and reflect on these in the program.	H	<p>Relevant Newsletter items.</p> <p>Reflection templates developed.</p> <p>Critical reflection discussion sessions to be held at playgroups and coordinator support visits/Focus of Visits sheet.</p>	Increase in understanding and observed application of these practices with Educators.	<p>of online and face-to-face delivery, with the option to watch recording later.</p>	<p>PDs offered via Secure Zone and links shared via Facebook page.</p> <p>April 2023 – Educator Survey planned to gain feedback from educators about what assistance educators require and the best way to provide this support.</p> <p>2023 Educational Leader visits are offered via Teams/Zoom.</p> <p>November 2022 Critical reflection template developed and added to the Secure Zone. Critical reflection resources also added to Secure Zone.</p>
1.1.2	It has been identified that our Strategic Inclusion Plan (SIP) needs to be improved in accordance to the new EYLF v2 and the Principle Around Aboriginal	Opportunities for Aboriginal and Torres Strait Islander children to see themselves, their identities and cultures reflected in their environments	H	<p>Strategic Inclusion Plan</p> <p>Update the RAP</p> <p>Coordination Team and Ed Leader training</p>	Educators are using Aboriginal and Torres Strait perspectives daily in their programming and practices.	KDFDC Service SIP by April Educator support for SIP 2023	Meeting with Inclusion Support Qld Feb 2023



	and Torres Strait Islander perspectives to be embedded in practice			Professional Development support for Educators.  8 ways of learning symbols are on the Secure zone to be used in programs			

## 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.

Additional information and resources about Quality Area 2 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

### Quality Area 2: Standards and elements

<b>Standard 2.1</b>		<b>Each child’s health and physical activity is supported and promoted.</b>
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.
<b>Standard 2.2</b>		<b>Each child is protected.</b>
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.

## National Law and National Regulations underpinning Quality Area 2

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 2 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 51(1)(a)	Conditions on service approval (safety, health and wellbeing of children)	2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3
Section 162A	Persons in day-to-day charge and nominated supervisors to have child protection training	2.2.3
Section 165	Offence to inadequately supervise children	2.2.1
Section 166	Offence to use inappropriate discipline	2.1.1, 2.2.1
Section 167	Offence relating to protection of children from harm and hazards	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
Regulation 77	Health, hygiene and safe food practices	2.1.2
Regulation 78	Food and beverages	2.1.3
Regulation 79	Service providing food and beverages	2.1.3
Regulation 80	Weekly menu	2.1.3
Regulation 81	Sleep and rest	2.1.1



<b>National Law and National Regulations</b>		<b>Associated element</b>
Regulation 82	Tobacco, drug and alcohol free environment	2.2.1
Regulation 83	Staff members and family day care educators not to be affected by alcohol or drugs	2.2.1
Regulation 84	Awareness of child protection law	2.2.3
Regulation 85	Incident, injury, trauma and illness policies and procedures	2.1.2
Regulation 86	Notification to parents of incident, injury, trauma and illness	2.1.2
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
Regulation 90	Medical conditions policy	2.1.2
Regulation 91	Medical conditions policy to be provided to parents	2.1.2
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	2.1.2
Regulation 97	Emergency and evacuation procedures	2.2.2



<b>National Law and National Regulations</b>		<b>Associated element</b>
Regulation 98	Telephone or other communication equipment	2.2.2
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	2.2.1

## Quality Improvement Plan for Quality Area 2

### Summary of strengths for Quality Area 2

#### Strengths

#### 2.1

- Handwashing posters are displayed in each FDC environment as a visual aid and it is embedded in the daily routine. Children are consistently reminded to wash their hands before and after eating and toileting. Children are explicitly taught steps of handwashing practices.
- Maintaining cleanliness, safety and control of the spread of infectious diseases are an embedded practice in KDFDC environments. Educators are required to complete a cleaning/ hazard/ safety checklist on a daily basis.
- A medication record is an embedded protocol, of which all educators are trained to use and have a clear understanding.
- Healthy eating and physical activity are embedded in FDC environments and practices. An educator activity bag has been developed and distributed to educators which focuses on Children's Nutritional Health. The bag contained information for educators including healthy recipes, healthy lunchbox ideas, activities and games for children, with links to the EYLF outcomes.
- Educators are trained in and carry out correct nappy change procedures, and the nappy change procedure poster is available in all Educators' environments.
- Critical reflection questions are provided regularly through the Educator newsletter and the Coordinator Focus of Visits. These questions prompt discussion, change or updating of information on their own practices. Critical reflections discussed with our educators to promote children's health includes "What conversations are you having with children and their families about children's nutritional health?", "How are you currently influencing the contents of children's lunch boxes?" and "Does this need to change/ improve and what can you do differently?" Educators are provided with activity ideas and links to other sources which will provide further information on these questions. The questions are discussed with the Coordinators on visits and the Educators are guided to critically reflect on these and are encouraged to use the recommended links to make improvement and changes to their environment. PDs are also provided for Educators to expand their knowledge and inform their critical reflection process. PDs provided include 'Children's Nutritional Health'.
- Through our closed Facebook page, Educators are supplied information for parents based on children's health. Information supplied has included material around a community Gastro outbreak, 'Look Before You Lock', Pre-School Sleep Problems and Healthy Eating.
- Parents are also emailed any information issued by the Government and relevant Health Authorities in regards to children's health and infection control.
- Educator community playgroups have been visited by the Harlaxton State School dentist and have been provided with information about looking after your teeth and what foods are good for our teeth. They each received a tooth brush and were instructed on good dental hygiene.
- On enrolment, children's health, medical, dietary and cultural needs are discussed and the appropriate strategies are put in place.



- Educators are provided with the opportunity to participate in and encouraged to complete professional development relating to Children's Health & Safety, covering the elements associated with Quality Area 2 in their initial training and thereafter.
- KDFDC has policies for children's health and safety, which are reviewed and updated regularly in response to industry needs, feedback and legislation changes. The comprehensive KDFDC Policy and Procedure Manual is a quality controlled and approved document which informs, guides and mandates appropriate and relevant health, hygiene and safety practices. Policies and procedures are formulated in accordance with the National Quality Framework (NQF), Child Care Services Handbook, and Staying Healthy 5<sup>th</sup> Edition. The policies are reviewed annually and input from all staff and Educators is encouraged. The Coordination Unit can provide support to educators to understand and follow policies and procedures.
- Children's wellbeing is monitored, documented and shared with families daily by Educators including food, drinks, sleep and rest, nappy changes and toileting, and sunscreen and insect repellent applications.
- Medical Management Plans for children with medical conditions and/or allergies are developed in consultation with parents and medical professionals, and are reviewed regularly using the 'Update of Family Details' form to keep Educators informed of any health issues, in order to reduce the risks of harm or injury to children.
- Educators clearly display a notice when a child in care suffers or is suspected of having allergic reactions.
- Educators accommodate individual rest needs through the design and layout of their environments to meet each child's needs and have designated areas to allow quiet places for children to rest, sleep or relax and have their own space. Educators are able to respond to individual needs by providing spaces for quiet rest time should children not wish to sleep. Information around children's rest and sleep needs are discussed on the Discussion Sheet and documented on the wellbeing sheets/apps.

#### Standard 2.2

- Educators and Coordinators undertake annual Child Protection and Mandatory Reporting sessions. They maintain currency in First Aid, CPR, Asthma and Anaphylaxis training and follow service policies in regards to maintaining Incident, Injury, Trauma and Illness records, and the administration of medication. They have also participated in Safe Sleeping sessions. Internal training resources have been developed for these topics as well, and are made available to Educators in the Secure Zone.
- Internal professional development has also been developed for Food Safety, Safe Transportation and Emergency Procedures and is available to Educators and staff on the Secure Zone.
- Home Safety and Compliance Checks are conducted twice a year and Coordinators check that this is maintained and documented on each visit.

- Risk analyses using the KDFDC checklist are conducted by Educators and reviewed at least annually to ensure safety on excursions and around the home. Parental permission is sought before commencement of excursions.
- Educators' vehicles are required to meet all state registration requirements and car restraints are required to remain in good repair, be suitable to the ages of the children and not be more than ten years old. Educators complete a 'transporting children' checklist before being approved to travel with children. Educators also take first aid kits and all emergency contact numbers with them when travelling. Our Coordinator Viv Ott has recently undertaken training with Kid Safe to install and inspect child car seats.
- KDFDC policy requires all educators who transport children to undergo Policy review or training for the safe transport of children every 3 months.
- Educators who transport children are required to obtain annual car restraint safety checks and vehicle safety certificates, as well as undertake quarterly training relating to the safe transport of children.
- Each child is protected within daily operations. The appropriate Educator to Child ratios are maintained and children are supervised at all times. Ratios are checked at each Coordinator visit and also whilst processing educator timesheets.
- Fire evacuation and lockdown procedure forms are developed and supplied to each educator to display in their environment. A practice log is maintained by each educator and checked at Coordinator visits. Educators are required to carry out evacuation drills every 3 months and when a new child commences care.
- All FDC environments are required to have a fire blanket to ensure children's safety.
- Educator newsletters include information for Educators on managing emergencies and what we should be teaching our children to keep them safe.
- Educator community excursions have included visits to the local Fire Brigade, Ambulance and Police. At each of these visits, the children were educated by the local teams on how to keep safe and what to do in an emergency. They have also developed trusting relationships with these community members and recognise them as people in our environment who help us.
- Families have been provided with up-to-date information as it comes to hand regarding COVID. They have been asked via email to keep children home if they are unwell.
- Policies around children's health and safety are informed by current and relevant community organisations such as Red Nose, Kidsafe, SunSmart, Staying Healthy 5<sup>th</sup> Edition, Safe Food Australia, Cancer Council and Kids Alive.
- Designated members of coordination staff are certified to conduct car restraint checks and installation.



- To educate children about Road safety the *Road Safety Education* PD was added in September 2022 to the Secure Zone Professional Development

## Summary of strengths in practice where there is evidence of Exceeding NQS themes

### Notes:

- This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
- Additional information about the Exceeding NQS themes is available on ACECQA's [Exceeding the NQS](#) webpage.

### Standard 2.1 – Health: Each child’s health and physical activity is supported and promoted.

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

## Summary of strengths in practice where there is evidence of Exceeding NQS themes

### Notes:

- This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
- Additional information about the Exceeding NQS themes is available on ACECQA's [Exceeding the NQS](#) webpage.

### Standard 2.2 – Safety: Each child is protected.

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

## Key improvements sought for Quality Area 2

### Improvement Plan

Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
2.1	During Coordinator visits it has been identified by some Educators that children are often bringing 'sometimes foods' in their lunchboxes.	Families are encouraged and supported to provide healthy foods and only bring in treat foods for special occasions.	M	Providing healthy recipes, fact sheets to families.  Educators encouraged to undertake more training on Promoting Healthy foods in Family Day Care.	Children are able to have healthy food choices.	June 2023 Via parent Portal	Parent Portal is being implemented via Harmony Web February 2023.

## 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.

Additional information and resources about Quality Area 3 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

### Quality Area 3: Standards and elements

<b>Standard 3.1</b>		<b>The design of the facilities is appropriate for the operation of a service.</b>
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.
<b>Standard 3.2</b>		<b>The service environment is inclusive, promotes competence and supports exploration and play-based learning.</b>
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, and 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.

## National Law and National Regulations underpinning Quality Area 3

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 3 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Regulation 103	Premises, furniture and equipment to be safe, clean and in good repair	3.1.2
Regulation 104	Fencing	3.1.1
Regulation 105	Furniture, materials and equipment	3.2.2
Regulation 106	Laundry and hygiene facilities	3.1.1
Regulation 107	Space requirements—indoor	3.1.1
Regulation 108	Space requirements—outdoor	3.1.1
Regulation 109	Toilet and hygiene facilities	3.1.1
Regulation 110	Ventilation and natural light	3.1.1
Regulation 111	Administrative space	3.1.1
Regulation 112	Nappy change facilities	3.1.1
Regulation 113	Outdoor space—natural environment	3.2.1
Regulation 114	Outdoor space—shade	3.1.1





<b>National Law and National Regulations</b>		<b>Associated element</b>
Regulation 115	Premises designed to facilitate supervision	3.1.1
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
Regulation 274 NSW	Swimming pools	3.1.2
Regulation 345 Tasmania	Swimming pool prohibition	3.1.2

## Quality Improvement Plan for Quality Area 3

### Summary of strengths for Quality Area 3

Strengths	
	<p>3.1</p> <ul style="list-style-type: none"><li>• KDFDC conducts extensive initial training and has sound policies around appropriate and effective physical environments for the provision of quality education and care.</li><li>• Twice yearly Health and Safety (Compliance) checks are undertaken to ensure that buildings, indoor and outdoor furniture, equipment, facilities and resources are well maintained and suitable for their purpose. KidSafe Family Day Care Guidelines help to inform required standards and are monitored and documented on support visits.</li><li>• KDFDC provide a cleaning checklist which Educators are required to complete each day whilst completing their own regular checks to ensure their environments are safe and well maintained.</li><li>• The FDC Educators' premises are monitored for cleanliness and safety at each Coordinator support visit and this is documented on the Visit Sheet.</li><li>• Educators are required to complete Risk Analysis forms of their environment and update them annually and in response to changes as required. Areas to risk analyse are identified at compliance and on Coordinator visits. Educators are also trained to identify risk areas.</li><li>• Unsafe/unlicensed and out of bounds areas are made inaccessible to children and a Risk Analysis form is mandatory for these areas.</li><li>• Renovations and changes to the environment are discussed with a Coordinator prior to changes being made and are documented, including a Risk Analysis form and a 'Notification of Renovation or Change' form.</li></ul> <p>3.2</p> <ul style="list-style-type: none"><li>• Environmental awareness and sustainability is very important to KDFDC. We have developed professional development based on the principles of the Small Green Steps program. Via our KDFDC Secure Zone, our Educators have access to resources developed by our service including 'How to Embed Sustainability in Family Day Care'.</li><li>• An Educator Activity Bag has been previously developed and delivered to all Educators with the focus on sustainably ideas and activities for children, to develop an awareness of and responsibility for the environment in which they live. Activities, craft, games, songs and extension ideas for programming are included in this bag.</li></ul>

- Critical reflection questions posted in the Educator newsletter and on the Coordination Focus of Visits have included “What are you currently doing to embed sustainability in your environment?” and “What can you do to increase children’s knowledge about sustainability?” These questions were discussed with Coordinators on their visits and documented on the Visit Sheets.
- Educators are supported to provide outdoor spaces, which include natural elements and materials, and which allow for multiple uses e.g. manipulating materials and resources to investigate and construct. They provide a balance of quality experiences which may include both built (swings, trampoline, cubby house) and natural environments (such as sandpits, vegetable patch, worm farms and water play).
- A basic resource list for Educators starting with our service is provided in their initial kit. Initial training includes providing appropriate environments. Individual Educator environments are assessed for suitability and advice is given for set-up.
- KDFDC endeavours to implement and incorporate sustainable practices in all operations. All documents and resources relevant to Educators are now accessible on our ‘Secure Zone’ on the Kath Dickson Family Centre website. Coordinators no longer take out a variety of printed forms on support visits, but rather let the Educator know where to access these on the Secure Zone. Where possible, forms/documents are being developed to be completed and lodged electronically via our third-party software Harmony Web.
- The KDFC Facebook page regularly shares photos to families and the community of children’s learning experiences within the environment and play spaces. Educators regularly provide families with photos of the care environment and the activities that the children are involved in within these environments. Families contribute to the environment with recycled products for craft activities and loose part play.
- At KDFDC playgroups educators and children are regularly able to exchange resources. The children are able to participate in regular book exchanges with each other.

## Summary of strengths in practice where there is evidence of Exceeding NQS themes

### Notes:

- This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
- Additional information about the Exceeding NQS themes is available on ACECQA's [Exceeding the NQS](#) webpage.

Standard 3.1 – Design: The design of the facilities is appropriate for the operation of a service.

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]

3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]
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### Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
- Additional information about the Exceeding NQS themes is available on ACECQA’s [Exceeding the NQS](#) webpage.

Standard 3.2 – Use: The service environment is inclusive, promotes competence and supports exploration and play-based learning.

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]

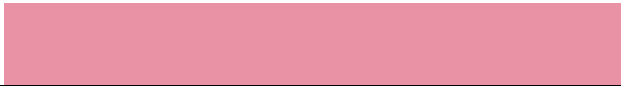
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]
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### Key improvements sought for Quality Area 3

#### Improvement Plan

Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
3.1.1	Environments can become over-resourced rather than allowing for open spaces and natural outdoor elements.	<p>Educators to have a balance of single use and natural materials and resources to extend children’s learning and support imaginative play.</p> <p>Educators to invite suggestions and ideas from children, families and others about additional ways that natural elements and inexpensive, multi-use materials can be incorporated in</p>	<p>M</p> <p>L</p>	<p>Use support visits to focus on how Educators invite suggestions from families and children.</p> <p>Parent survey.</p> <p>Toy Library membership is available for Educators, and resources can be requested and delivered by Coordinators at support visits.</p> <p>Educators using the ‘Let’s Share’ Facebook</p>	<p>Families’ feedback about their Educators’ environment.</p> <p>Documented evidence of family’s suggestions and feedback and how they are incorporated into planning, implemented and evaluated.</p> <p>Educator playgroup to be scheduled weekly, providing Educators the</p>	<p>Parent survey scheduled</p> <p>Scheduled second half of 2023</p>	<p>Educator survey released 2020.</p> <p>Parent survey 2022</p> <p>Parent portal on Harmony Web Implemented to increase communication with families Feb 2023</p>

		existing play spaces.  Educators to continually seek improvement around their environment and make it part of their Quality Improvement Plan (QIP).		platform to swap or exchange resources.	opportunity to exchange ideas, resources etc...  Using 'Let's Share' Facebook group to promote the Toy Library.		2023 Educator support visits to promote 'Let's Share'.  Educator QIP is included in Compliance Checklists.
3.1.2	It has been identified that over time an Educator 's resources and environment may become outdated.	Educators' premises, furniture and equipment remain safe, clean and in good repair at all times.	H	Coordinator visit procedure focus on environments, equipment, and hygiene. Educator and Coordinators receive adequate training to effectively identify areas of concern.  2023 Coordinators to undertake training with FDCQ as a refresher.	No non-compliances identified.	2023	Nov 2022 contact has been made with FDCQ for Coordinator retraining. FDCQ are releasing this training in 2023.
3.2.1	Educators' practices to capitalise on spaces to enhance learning.	Educators continue to change their outdoor learning environments to promote learning	H	Review the Programming Manual to have sustainability focus connected to learning outcomes.	Educators programs and children's portfolios reflect examples of oral language/literacy and numeracy, physical	Feb/ March/April 2023	Sustainability sessions and resources added to the Secure Zone.



		through play, oral language/literacy and numeracy, physical challenge, perseverance, problem-solving, collaboration, sustainable practices, and to foster care and respect for the environment.		<p>Targeted professional development sessions are continually developed and links to online training sent to Educators.</p> <p>Relevant newsletter items.</p> <p>Role-model practices at supported playgroups and in networking and mentoring opportunities.</p> <p>Educational Leader resource folder on Secure Zone updated to include sustainability resources.</p>	<p>challenge, perseverance, problem-solving, collaboration, sustainable practices and of fostering care and respect for the environment.</p> <p>Educators actively reflect on their environment and implement changes to improve learning outcomes.</p> <p>Educators are actively participating in professional development.</p>	<p>2022</p> <p>2023</p>	<p>New Assessment for Learning documents developed.</p> <p>Educator networking/mentoring opportunities provided through 'Let's Share'.</p> <p>Supported playgroups provide opportunity for role-modelling invitations to play and how to effectively use resources including natural and nature play activities.</p>
3.2.3	Educators and Coordinators need to upskill to improve strategies to embed	KDFDC to review and assist Educators to develop and implement an	H	Training of Coordinators to support educators to implement sustainable practices in their	Coordinators will be able to assist educators to plan and implement sustainable practices and	2023	Training for Coordinators has been resourced. Including 'Understanding your Carbon Snapshot'





	sustainable practices to empower children's sense of environmental responsibility.	environmental strategy to empower children's sense of environmental responsibility.		environments. Sustainability to include Environmental, Social and Economic updates for EYLF 2023.  Use team meetings to continue to develop an environmental policy and strategy.  KDFDC develop a sustainable practices resource pack for Educators.  Provide opportunities for Educators to share practice ideas.	learning opportunities for children.	2023	Gold Coast Bush Kindy Tour and Learning in and with Nature (Cottonwood Learning).  Review of the KDFDC Sustainability Action Plan Feb 2023
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## 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. **Please note that a number of transitional and jurisdiction-specific regulations apply to staffing arrangements. Refer to Chapter 7 of the *Education and Care Services National Regulations* for more information.**

Additional information and resources about Quality Area 4 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

### 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.

## National Law and National Regulations underpinning Quality Area 4

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 4 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 51(2)	Conditions on service approval (FDC Coordinators)	4.1.1
Section 161	Offence to operate education and care service without nominated supervisor	4.1.1
Section 161A	Offence for nominated supervisor not to meet prescribed minimum requirements	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 co-ordinators	4.1.1
Section 164	Offence relating to assistance to family day care educators	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
Section 269	Register of family day care educators, co-ordinators and assistants	4.1.1
Regulation 117A	Placing a person in day-to-day charge	4.1.1
Regulation 117B	Minimum requirements for a person in day-to-day charge	4.1.1
Regulation 117C	Minimum requirements for a nominated supervisor	4.1.1
Regulation 118	Educational leader	4.1.1



<b>National Law and National Regulations</b>		<b>Associated element</b>
Regulation 119	Family day care educator and family day care educator assistant to be at least 18 years old	4.1.1
Regulation 120	Educators who are under 18 to be supervised	4.1.1
Regulation 123	Educator to child ratios – centre based services	4.1.1
Regulation 123A	Family day care co-ordinator to educator ratios—family day care service	4.1.1
Regulation 124	Number of children who can be educated and cared for – family day care educator	4.1.1
Regulation 126	Centre-based services – general educator qualifications	4.1.1
Regulation 127	Family day care educator qualifications	4.1.1
Regulation 128	Family day care co-ordinator qualifications	4.1.1
Regulation 130	Requirement for early childhood teacher – centre-based services – fewer than 25 approved places	4.1.1
Regulation 131	Requirement for early childhood teacher – centre-based services – 25 or more approved places but fewer than 25 children	4.1.1
Regulation 132	Requirement for early childhood teacher – centre-based services – 25-59 children	4.1.1
Regulation 133	Requirement for early childhood teacher – centre-based services – 60 to 80 children	4.1.1
Regulation 134	Requirement for early childhood teacher – centre-based services – more than 80 children	4.1.1
Regulation 135	Early childhood teacher illness or absence	4.1.1



<b>National Law and National Regulations</b>		<b>Associated element</b>
Regulation 136	First aid qualifications	4.1.1
Regulation 143A	Minimum requirements for a family day care educator	4.1.1
Regulation 143B	Ongoing management of family day care educators	4.1.1
Regulation 144	Family day care educator assistant	4.1.1
Regulation 145	Staff record	4.1.1
Regulation 146	Nominated Supervisor	4.1.1
Regulation 147	Staff members	4.1.1
Regulation 148	Educational leader	4.1.1
Regulation 149	Volunteers and students	4.1.1
Regulation 150	Responsible person	4.1.1
Regulation 151	Record of educators working directly with children	4.1.1
Regulation 152	Record of access to early childhood teachers	4.1.1
Regulation 153	Register of family day care educators, co-ordinators and assistants	4.1.1
Regulation 154	Record of staff other than family day care educators, family day care co-ordinators and family day care educator assistants	4.1.1

## Quality Improvement Plan for Quality Area 4

### Summary of strengths for Quality Area 4

Strengths	<p>4.1</p> <ul style="list-style-type: none"><li>• Service-managed Facebook page 'Let's Share' and the 'Secure Zone' on our website provide access to resources to ensure that children's learning outcomes are being supported.</li><li>• Child placements are made through consultation ensuring correct child-educator ratios are at no times outside legislative requirements. All placements are monitored and recorded on the CCMS. Regular checks using the Harmony 'Educator Children in Care Report' are made during visits to Educators to ensure ongoing compliance.</li><li>• Educators are supported with flyers, business cards and training to market their business and to source their own suitable client base. Face-to-face interviews are conducted by the Educators and/or Coordinators with families to support entry into KDFDC. This is an opportunity to share health and wellbeing information and individual needs of the child.</li><li>• 50% of KDFDC Educators have been with our service for over 5 years with many Educators operating for over 15, 20 and 30 years. They are now caring for the 2<sup>nd</sup> generation of the same families.</li><li>• Toowoomba and district KDFDC utilise the KD Long Day Care Centres where possible when Educators are unavailable.</li><li>• Educators, The Educational Leader and Coordinators demonstrate a deep understanding of the requirement of the standards concepts and elements, and a commitment to high quality practice. At all times, purposeful consideration is given to the support of Educators to ensure familiarity and continuity for children within a high-quality learning and care environment. Educators understand and implement effective processes to support the organisation and continuity of care to enable secure relationships between all stakeholders.</li><li>• Kath Dickson Family Centre has been established since 1975 and has a philosophy and sound policies and procedures in place for staffing, and promotes respectful and collaborative relationships between our Educators, families and Coordinators. (4.2.1)</li><li>• Educators are encouraged to support each other by sharing ideas, photos etc... on the closed Facebook group.</li></ul>
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- Regular home visits by Coordinators assess Educator performance and actively show care, respect and empathy to our Educators in their role and actively seek their feedback on service management and practice.
- KDFDC has set up a buddy system for new Educators with existing Educators to support them in their role.
- Through encouraging and having reciprocal relationships, we continually improve and work towards best practices and outcomes for children. KDFDC recognises the strengths of each other and acts promptly to support each other's roles. KDFDC continues to review its structure and practices to develop an open minded, cohesive team with a shared philosophy of respect for each other, Educators, and service to community. This has enabled a model that allows for some autonomy of practice, utilising all individual staff strengths to contribute to overall service quality.
- Staff and Educators are encouraged to develop, share and review personal professional development plans at least annually based on their strengths and skills.
- KDFDC has an Enterprise Agreement, Policies and Procedures and Staff Handbook which clearly outline staff conditions of employment.
- Staff and Educators undertake comprehensive and relevant induction programs.
- The FDC team holds regular team meetings and when possible weekly reflection meetings to ensure that common expectations and a consistent approach are maintained. This allows teams to build on personal and professional strengths and to support and mentor each other. We take this time to share ideas, outcomes, critically reflect, extend on the QIP and embed positive approaches into our practices.
- A service quality improvement survey was distributed to all Educators, consisting of 30 questions to assist us in determining areas in which we can improve as a service. Results will be reflected upon and where practical and possible, changes will be undertaken. This will be guided by discussion and research from the relevant authorities.
- Educators are invited to input into management practices, and many ideas from Educators are discussed at these meetings. Coordinators assess individual Educator QIPs and use this to regularly inform our own Quality Improvement Plan (QIP).
- KDFDC has consistent recruiting and training processes to ensure that Educators are suitable, and are qualified or will undertake study to the minimum of a Certificate III Early Childhood Education and Care. All Educators that are currently with KDFDC hold a Certificate III Early Childhood Education and Care or higher.
- KDFDC maintains qualified Coordinators with a Diploma level or higher. All staff have current position descriptions, and regular appraisals are conducted.
- 24-hour emergency phone access is available to all stakeholders.

- National Quality Standards (NQS), Early Childhood Education and Care Regulations, Learning Frameworks (Early Years Learning Framework-EYLF and Framework for School Age Care-FSAC), KDFDC philosophy, policies and procedures are accessible on KDC website Secure Zone.



## Summary of strengths in practice where there is evidence of Exceeding NQS themes

### Notes:

- This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
- Additional information about the Exceeding NQS themes is available on ACECQA's [Exceeding the NQS](#) webpage.

### Standard 4.1 – Staffing arrangements: Staffing arrangements enhance children’s learning and development.

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

## Summary of strengths in practice where there is evidence of Exceeding NQS themes

### Notes:

- This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
- Additional information about the Exceeding NQS themes is available on ACECQA's [Exceeding the NQS](#) webpage.

### Standard 4.2 – Professionalism: Management, educators and staff are collaborative, respectful and ethical.

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

## Key improvements sought for Quality Area 4

### Improvement Plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
4.2.2	All Coordinators and Educators require more opportunities to participate in professional conversation to enhance knowledge, understanding and implementation of industry standards given upcoming NQF changes (2023 updates).	All staff and Educators remain up-to-date with current updates in professional standards and use them to guide practice. Embedded in practice by 2024.	H	Disseminate information and fact sheets for changes in a timely manner using a variety of mediums.  Ed Leader and Coordination team to undertake professional training when it is presented.  Coordination team to discuss changes at regular team meetings.	Relevant professional development provided.  Information/fact sheets distributed and discussed on visits.	2024	EYLF V2.0 2022 and Approved Learning Frameworks Version 2.0 Information sheet Downloaded.  Links to information sheets added to February newsletter to educators.
4.2.1	A limitation in family day care can be that Educators feel isolated. Our service covers such a large area and Educators are widely distributed.	All Educators are supported in their roles.	H	Communication to all Educators will be improved using platforms such as Teams and Zoom.  Playgroups in regional areas will be held with attending Educators able to bring along	Educators in our Regional areas are supported.  Educators are actively participating on Facebook and are successfully able to access information from the Secure Zone.	Review Quarterly 2023	Coordination team have undertaken Child Protection, Mandatory Reporting and Child Safe Organisations training with NAPCAN December 2022.  2023 - Planned Child Protection PD was developed and



				<p>programming for Ed leader visits.</p> <p>Information sharing on the private Facebook platform 'Let's Share' and on the Secure Zone.</p> <p>Encouraging Educators to network more with each other.</p>			<p>delivered to all Educators in a variety of different ways by our team.</p> <p>Work has begun to develop the Educational Leader Bag in an online format so that all Educators are able to access the information at all times.</p>

## 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.

Additional information and resources about Quality Area 5 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

### Quality Area 5: Standards and elements

<b>Standard 5.1</b>		<b>Respectful and equitable relationships are maintained with each child.</b>
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.
<b>Standard 5.2</b>		<b>Each child is supported to build and maintain sensitive and responsive relationships.</b>
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.

## National Law and National Regulations underpinning Quality Area 5

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 5 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 166	Offence to use inappropriate discipline	5.1.1, 5.1.2, 5.2.2
Regulation 155	Interactions with children	5.1.1, 5.1.2, 5.2.2
Regulation 156	Relationships in groups	5.2.2

## Quality Improvement Plan for Quality Area 5

### Summary of strengths for Quality Area 5

Strengths	<p>5.1</p> <ul style="list-style-type: none"><li>• Educators have planned routines that are discussed with families at enrolment and documented in each child's profiles. Families also contribute knowledge of their child's routines, enabling educators to incorporate into planning. The effectiveness and appropriateness of planned routines are continually evaluated and changed as required.</li><li>• Coordinators provide a comprehensive recruitment and training process to our new Educators, including policies, to ensure that children are provided with consistent, warm and nurturing relationships and Educators are provided with ongoing professional development training.</li><li>• Coordinators monitor and document interactions between educators and children on support visit sheets. The Coordinators role model effective and respectful communication and will follow up with Educators if necessary.</li><li>• Implementing the KDFDC philosophy in conjunction with Educators individual philosophies supports positive relationships with all children.</li><li>• To ensure that each child is supported, KDFDC have developed individual learning story templates which link to the learning outcomes and theorists. These templates are available on the Secure Zone and on Harmony Web.</li><li>• Children can be observed in environments where they are encouraged to ask questions and make further suggestions to their Educators. They experience equitable, friendly and respectful interactions with Educators and Coordinators.</li><li>• Children's voices are included in educator programming and planning.</li><li>• Educators are always available to support and assist children who are experiencing difficulties separating from their parents or caregivers. Educators will follow this up by communicating with parents via a courtesy phone call, FaceTime, email or text, often including photos to let them know how their child has settled.</li></ul>
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- Educators provide consistent positive and responsive relationships to children. They provide a welcoming atmosphere and the opportunity for children to share their experiences and interests. They acknowledge and celebrate children's milestones (e.g. birthdays, special events, cultural celebrations). Educators provide a welcoming atmosphere for children and their families. (5.1.1)
- In 2021 we introduced 'Kath the Koala', an interactive plush toy to go home with each child to gather more information on the family's and child's culture, home life and interests.
- In the latter half of 2020, Educator Kelli accepted a placement of a child from a culturally diverse background. During this time the child displayed signs of extreme separation anxiety. Kelli implemented her critical reflection process to support the child and family. She contacted the coordination team who scheduled increased monitoring visits to support and observe the child. The coordination team worked together to establish support for the child, family and Educator, and after research the coordination team provided some strategies to trial. She networked with other Educators and attended Educator playgroups for additional support. As the child had been in other care services, Kelli was determined to support this child and family to feel safe and secure in her environment. Through this critical reflection Kelli has adapted and implemented new strategies (some successful and others not so successful) and through these strategies the child continues to settle into care. The child has now been able to transition successfully in to the 2023 Kindy program.
- The online enrolment process, 'All About Me' template, assessments for learning, conversation notes and communication books are used to gain information to help each child transition into the care environment, so they can develop trusting and secure attachments with Educators.

## 5.2

- Educators support children to develop positive relationships with their peers by sharing experiences, humour and emotions.
- Educators plan for and provide opportunities for children to engage in both individual and group conversations and experiences and encourage children to participate in the shared planning of the program, where relevant. Programs are provided that include opportunities for children to develop self-reliance and self-esteem.
- Educators make genuine efforts to provide collaborative learning opportunities to support children to work with, learn from and help each other. They provide opportunities for children to establish and maintain relationships with other children of various ages, genders and capabilities and to develop conflict resolution skills.
- KDFDC Educators have developed indoor and outdoor learning environments which enhance positive interactions for children to engage in various play spaces, including dramatic play, physical and creative learning experiences.



- Through KDFDC Educator playgroups, children are supported and encouraged to develop their social skills with other children in larger groups through play-based learning activities. They are provided with projects and experiences which allow them to collaborate, communicate, share ideas and problem-solve together, including art projects, individual and group discussions, songs, story time and music sessions.
- ACECQA fact sheet on Inappropriate Discipline has been shared with all educators. Educators have been asked to critically reflect using this tool to identify how they can improve the way that they encourage good behaviours in children in their care.
- KDFDC has a positive approach to guiding children's behaviour as documented in our policies.
- Educators and Coordinators model appropriate behaviour and support children to understand how their actions affect others. They allow children to communicate effectively to resolve disagreements, however will intervene sensitively if children experience difficulties. Educators are able to discuss the outcomes of children's actions and that it is normal to experience positive and negative emotions. Behaviour Management Plans are developed to support Educators and families when children are identified as experiencing behavioural or social difficulties.
- Educators support children to make choices, and within reason, experience natural consequences. They encourage children in areas of self-regulation and self-esteem. Behaviour guidance is in our regular professional development sessions. The Behavioural Guidance policy is explained to parents at the Parent Interview. The Discussion Sheet is used to gain further knowledge and initiate discussions around children's individual needs.
- The closed Facebook page 'Let's Share' has included articles on bullying and innovative play ideas.

## Summary of strengths in practice where there is evidence of Exceeding NQS themes

### Notes:

- This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
- Additional information about the Exceeding NQS themes is available on ACECQA's [Exceeding the NQS](#) webpage.

Standard 5.1 – Relationships between educators and children: Respectful and equitable relationships are maintained with each child.

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

## Summary of strengths in practice where there is evidence of Exceeding NQS themes

### Notes:

- This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
- Additional information about the Exceeding NQS themes is available on ACECQA's [Exceeding the NQS](#) webpage.

Standard 5.2 – Relationships between children: Each child is supported to build and maintain sensitive and responsive relationships.

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]

3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]
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## Key improvements sought for Quality Area 5

### Improvement Plan

Standard/ element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
5.1.1	Family Day Care Educators often have their own children in the environment and need to ensure that they address personal and family arrangements that may impact their positive relationships with the children in care.	Educators' partners and own children engage positively and develop trusting relationships with FDC children. Educators own children are treated exactly the same as children in care.	M	An increased focus on training/assisting family members to understand their roles within the FDC setting.  Coordinators focus on family member participation during support visits.	An equitable environment for all children and positive Educator relationships with all children in the environment.	At Induction	A form has been developed called 'Checklist – Home Visit with Prospective Educator'.  Discussion about Educators' family members is included in initial educator training.
5.2.2	Educators have provided feedback that they would	Educators are supported in their role and are able to	M	Link educators to online professional development.	Educators are able to develop and implement successful strategies to	2023 last quarter	Educators provided information to online



	like more information on child behaviours.	implement appropriate strategies to manage child behaviours.		Develop a referral pathway for behaviour Guidance.  Develop an updated PD for 'Managing Children's Behaviours' utilising resources from raisingchildren.net.au and 'PD in My Pocket' series- Children's Self-Regulation in FDC.	manage children's behaviours and self-regulation.		PDs by Beyond Blue - 2023.  Instructions were given at visits to education modules. Some Coordination team members have undertaken training with Triple P -Positive Parenting Program.

## Quality Area 6: Collaborative partnerships with families and communities

This quality area of the National Quality Standard focuses on collaborative relationships with families that are fundamental to achieving quality outcomes for children and community partnerships that are based on active communication, consultation and collaboration.

Additional information and resources about Quality Area 6 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

### Quality Area 6: Standards and elements

<b>Standard 6.1</b>		<b>Respectful relationships with families are developed and maintained and families are supported in their parenting role.</b>
Engagement with the service	Element 6.1.1	Families are supported from enrolment to be involved in the service and contribute to service decisions.
Parent views are respected	Element 6.1.2	The expertise, culture, values, beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
Families are supported	Element 6.1.3	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
<b>Standard 6.2</b>		<b>Collaborative partnerships enhance children's inclusion, learning and wellbeing.</b>
Transitions	Element 6.2.1	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
Access and participation	Element 6.2.2	Effective partnerships support children's access, inclusion and participation in the program.
Community engagement	Element 6.2.3	The service builds relationships and engages with its community.

## National Law and National Regulations underpinning Quality Area 6

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 6 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 175	Offence relating to requirement to keep enrolment and other documents	6.1.3, 6.2.1
Regulation 157	Access for parents	6.1.1

## Quality Improvement Plan for Quality Area 6

### Summary of strengths for Quality Area 6

Strengths	<p>6.1</p> <ul style="list-style-type: none"><li>• A 'Request for Placement' process is used to gather information on the requirements of families. The Coordination Unit has a strong focus on making timely contact with parents about placements and following up wherever possible to find suitable care. We provide a flexible service to assist families to access care as quickly as needed. Coordinators and Educators conduct parent interviews.</li><li>• A parent interview process is followed by Educators to ensure an effective orientation for all families.</li><li>• A comprehensive online enrolment package includes a Parent Handbook (KDFDC approved document, updated annually or as required) to ensure parents are well-informed of roles, responsibilities, policy and procedures, information about fees and how to access Child Care Subsidy, settling into care tips and general information and contacts for any further enquiries.</li><li>• The online enrolment process allows for detailed collection and understanding of the uniqueness of each child and their family. E.g. 'All About Me' and 'Assessment for Learning' which is conducted within the first month of enrolment (KDFDC approved documents) provide opportunities for the family to add to the Educators' understanding of the child's culture, strengths, challenges and interests. Educators can use this form as a questioning tool if English is a second language for the family, or if a parent has difficulty with written language.</li><li>• Educators encourage families to visit their service before starting care and encourage families to help settle the child into care. (e.g. 'Open Door' policy in their Educator Profile) and have regular contact during the day if necessary. Educators use discussion sheets, wellbeing sheets, and daily verbal interactions to assist with settling-in. They also engage with parents in electronic communications throughout the day e.g. Apps, SMS, Facebook and Messenger.</li><li>• Assessments for Learning are conducted every 6 months to assess each child's learning and development and are shared with each child's family to involve them in regular evaluations of their child's progress.</li><li>• Educators document relevant information about the program and each child's participation and share with parents. They use children's background, experiences, likes/dislikes and home routines to inform the program. Educators recognise the expertise of families and encourage them to share in the decision-making about their child's learning and wellbeing. They share interactions with parents throughout the day via photos, observations and learning stories, SMS, Messenger, Apps.</li></ul>
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- The Parent Handbook contains a current list of community services and resources and informs parents of regular information sessions that they are able to participate in.
- In 2022, families were continually provided with all information supplied by our Department of Health, ECEC, ACECQA and local authorities. Where possible, our service offered Gap Fee Waivers to families who had been impacted by COVID.
- Our philosophy statement is available in the Educator Diary and is made available to families.
- Every child has a learning portfolio that is available for both children and families to view at any time. The learning portfolio is documented using many different formats including Facebook, Scrap books, texts, emails and a variety of Apps.
- Members of the Coordination team are trained in the Triple P - Positive Parenting Program and connect with Be You, enabling them to provide additional support to Educators, parents and children, enhancing wellbeing outcomes.
- The Kath Dickson organisation has many internal sectors and community contacts and is well-placed to provide support.

## 6.2

- Educators are able to support children through transitions respectfully and sensitively due to small group numbers.
- During the 2020 bush fires, Educators worked in collaboration with children and families collecting non-perishable food items, blankets, clothing and other items of need and delivered them to the local fire stations.
- Children were wanting to do something to help the people in need and through discussions with the Educators they decided to bake some cakes and biscuits to take to the fire station for the men and women fire fighters to enjoy when dropping of the items for the effected community members.
- Anzac Day 2020 was during the Covid-19 restriction period, so to support children's learning in this area the Coordination team shared and Anzac Day story and cooking experience through Facebook live.
- During the 2020 Covid-19 restriction period, Educators developed care packages for families and children who had been affected and were unable to attend care. These included delivering ingredients and recipes for children and families to create together with the Educator via a Zoom video call.

- The Educator Survey conducted in October 2020 asked Educators how the scheme could assist them with connecting to community and other support agencies. As a result, the Coordination Unit has discussed continuing to provide the Educators with links to community organisations through our closed Facebook page 'Let's Share'.
- We utilise staff members from across our Service who can provide support for families who speak languages other than English.
- Back-up care is available to families through our network of Educators and our Long Day Care services that are associated with our organisation.
- Emergency care is provided for families who have been referred by services such as Manna House, QPS and the Community office at the local public hospital.
- Essential workers were supported by providing care outside standard hours.
- Care was provided for school age children during the extended back-to-school period January 2022.
- Developmental delays or additional needs identified by parents, Educators and Coordinators are referred to relevant community organisations, and families are supported throughout this process.
- Educators are encouraged to incorporate community celebrations into programming. A calendar and support resources for this is available on the Secure Zone.
- KDFDC engages with multiple community services/networks including:
  - Carers QLD
  - CentreCare
  - Child Health
  - Child Youth and Mental Health
  - Drug Arm
  - Department of Child Safety
  - DV Connect
  - Family Planning QLD
  - Kath Dickson Gladstone Street
  - Kath Dickson Jennings Street

- Kath Dickson Toy Library
- Kath Dickson Community Playgroups
- Lifeline Darling Downs
- Manna House
- ECEC
- Oz Care
- Relationships Australia
- St Vincent De Paul
- The Salvation Army
- Toowoomba Food Assist
- Toowoomba Hospital
- Toowoomba Ambulance, Police and Fire and Rescues Services
- Toowoomba Regional Council Services
- Wilsonton Heights Community Centre
- Middle Ridge Uniting Church
- Crows Nest State School

We are engaged with these services as referrals and referees for our clients, as well in playgroups and other cross-organisational community events.



## Summary of strengths in practice where there is evidence of Exceeding NQS themes

### Notes:

- This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
- Additional information about the Exceeding NQS themes is available on ACECQA's [Exceeding the NQS](#) webpage.

Standard 6.1 – Supportive relationships with families: Respectful relationships with families are developed and maintained and families are supported in their parenting role.

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

## Summary of strengths in practice where there is evidence of Exceeding NQS themes

### Notes:

- This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
- Additional information about the Exceeding NQS themes is available on ACECQA's [Exceeding the NQS](#) webpage.

## Standard 6.2 – Collaborative partnerships: Collaborative partnerships enhance children’s inclusion, learning and wellbeing.

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

## Key improvements sought for Quality Area 6

### Improvement Plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
6.1.1	Coordination Unit has limited direct involvement with families. Parents should have more opportunities to be involved.	Parents to have more opportunities to be involved.	H	<p>Promote family feedback on the newsletter and surveys.</p> <p>Develop parent involvement strategy at team meeting.</p> <p>Develop the parent portal on Harmony Web so that Families can be sent notifications, updates and parent information.</p> <p>Families to be given more opportunities to engage in policy reviews.</p> <p>Harmony web will allow families to</p>	Increased parent feedback and participation in events and policy reviews.	Parent portal 2023	<p>The admin team are working on the Parent Portal Feb 2023. Parents have received email asking them to create a password</p> <p>Parent survey undertaken and completed 2022.</p>



				update their details on the parent portal.			
6.1.3	Reflection by Coordination Unit has focused on "How do we enable parents to inform our QIP? How do we build strong relationships with our families?"	To develop partnerships with families and develop understanding of family expectations and attitudes.	H	Family survey, family days, playgroups, family newsletter, parent portal on Harmony Web.	Parents are more actively involved in our service.	Parent Survey and parent portal 2023	Train and support Educators to use Harmony program and practice which includes a parent portal and ability to document daily wellbeing too.
6.2.3	Educators working from home and with small groups of children often have limited interactions with community.	Educators include links to community in programming.	H	Provide PD and links to online PDs to Educators on the importance of children's sense of belonging in relation to community links.  Plan playgroups for educators in outlying regions.  Share community information and events on 'Let's Share' and on the parent portal.	Educators are able to access community events in their care environments either through excursions, incursions or IT.	2023	Planning of Community Educator Playgroups for school holidays. 2 <sup>nd</sup> week Easter in Chinchilla



## Quality Area 7: Governance and Leadership

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

Additional information and resources about Quality Area 7 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

### Quality Area 7: Standards and elements

<b>Standard 7.1</b>	<b>Governance supports the operation of a quality service.</b>	
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.
<b>Standard 7.2</b>	<b>Effective leadership build and promotes a positive organisational culture and professional learning community.</b>	
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.

## National Law and National Regulations underpinning Quality Area 7

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 7 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 21	Reassessment of fitness and propriety (provider approvals)	7.1.2
Section 51(2)	Conditions on service approval (FDC co-ordinators)	7.1.2, 7.1.3
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	7.1.2
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
Section 163	Offence relating to appointment or engagement of family day care co-ordinators	7.1.2, 7.1.3
Section 164	Offence relating to assistance to family day care educators	7.1.2
Section 164A	Offence relating to the education and care of children by family day care service	7.1.2, 7.1.3
Section 165	Offence to inadequately supervise children	7.1.2
Section 166	Offence to use inappropriate discipline	7.1.2

<b>National Law and National Regulations</b>		<b>Associated element</b>
Section 167	Offence relating to protection of children from harm and hazards	7.1.2
Section 168	Offence relating to required programs	7.1.2
Section 169	Offence relating to staffing arrangements	7.1.2
Section 170	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
Section 174A	Family day care educator to notify certain information to approved provider	7.1.2, 7.1.3
Section 175	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
Section 269	Register of family day care educators, coordinators and assistants	7.1.2
Regulation 31	Condition on service approval-quality improvement plan	7.2.1
Regulation 55	Quality improvement plans	7.2.1
Regulation 56	Review and revision of quality improvement plans	7.2.1
Regulation 158	Children's attendance record to be kept by approved provider	7.1.2
Regulation 159	Children's attendance record to be kept by family day care educator	7.1.2

<b>National Law and National Regulations</b>		<b>Associated element</b>
Regulation 160	Child enrolment records to be kept by approved provider and family day care educator	7.1.2
Regulation 161	Authorisations to be kept in enrolment record	7.1.2
Regulation 162	Health information to be kept in enrolment record	7.1.2
Regulation 163	Residents at family day care residence and family day care educator assistants to be fit and proper persons	7.1.2
Regulation 164	Requirement for notice of new persons at residence	7.1.2
Regulation 165	Record of visitors	7.1.2
Regulation 166	Children not to be alone with visitors	7.1.2
Regulation 167	Record of service's compliance	7.1.2
Regulation 168	Education and care service must have policies and procedures	7.1.2
Regulation 169	Additional policies and procedures—family day care service	7.1.2
Regulation 170	Policies and procedures to be followed	7.1.2
Regulation 171	Policies and procedures to be kept available	7.1.2
Regulation 172	Notification of change to policies or procedures	7.1.2
Regulation 173	Prescribed information to be displayed	7.1.2
Regulation 174	Time to notify certain circumstances to regulatory authority	7.1.2
Regulation 174A	Prescribed information to be notified to accompany notice	7.1.2
Regulation 175	Prescribed information to be notified to regulatory authority	7.1.2

<b>National Law and National Regulations</b>		<b>Associated element</b>
Regulation 176	Time to notify certain information to regulatory authority	7.1.2
Regulation 176A	Prescribed information to be notified to approved provider by family day care educator	7.1.2
Regulation 177	Prescribed enrolment and other documents to be kept by approved provider	7.1.2
Regulation 178	Prescribed enrolment and other documents to be kept by family day care educator	7.1.2
Regulation 179	Family day care educator to provide documents on leaving service	7.1.2
Regulation 180	Evidence of prescribed insurance	7.1.2
Regulation 181	Confidentiality of records kept by approved provider	7.1.2
Regulation 182	Confidentiality of records kept by family day care educator	7.1.2
Regulation 183	Storage of records and other documents	7.1.2
Regulation 184	Storage of records after service approval transferred	7.1.2
Regulation 185	Law and regulations to be available	7.1.2
Regulation 344 Tasmania	Working with vulnerable people registration – 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	7.1.2

## Quality Improvement Plan for Quality Area 7

### Summary of strengths for Quality Area 7

#### Strengths

#### 7.1

- Kath Dickson Family Day Care (KDFDC) is part of the Kath Dickson Family Centre (KDFC) which is a Not-for-Profit community-based organisation that prides itself on a positive organisational culture. Kath Dickson Family Centre is managed by a board of management and meets all required legislative governance standards. The Board of Directors consists of local community members from a variety of professional and non-professional services. The Board of Directors is elected annually at the AGM. Throughout the year the management meet to determine and review the implementation of the organisation strategic plan including the individual sectors. They support and guide through the CEO to ensure operation strategies are ethical and viable. All sector managers provide monthly operational reports to inform the board. The board members make themselves available to senior staff for advice and mentoring as requested. All stakeholders are encouraged to contribute to KDFDC's journey in an open and collaborative way.
- KDFC has a Vision Mission Values Statement. KDFC Philosophy was developed from input from all stakeholders and is reviewed periodically. This is displayed in the office, shared with Educators to display in their homes and is within many of the KDFDC documents including the Parent Handbook (KDFDC approved document) and Educator Diary.
- New Coordinators are given a KDFC Organisational Handbook as well as a comprehensive Coordinator Training Handbook as part of their induction. They are also mentored by existing staff to build on their knowledge and skills for the role as well as to consolidate a collaborative team.
- The induction of Educators is undertaken through a comprehensive recruiting and training program. It is the role of Coordinators to ensure all new Educators commence with a sound base knowledge of their role and the NQF. They are offered ongoing support to consolidate their learning and practice accordingly. Wherever possible, new Educators are also encouraged to establish a mentored relationship with at least one suitable experienced Educator.
- KDFDC has developed policies which detail information to utilise an appropriate grievance management procedure which is shared with all staff, Educators, and families upon entry into KDFDC.
- KDFDC has a Policy Manual to inform practice, which is updated regularly in response to industry and legislative changes as well as stakeholder feedback.

- KDFC conduct regular wellbeing surveys to all staff through their Employment Hero App.
- Staff are invited to attend regular wellbeing training.
- New Educators who join KDFDC are trained, inducted and complete a 'New Educator Checklist' prior to commencing.
- KDFDC has a dedicated administration team to support Educators with timesheet processing, family enrolments and Educator payments.
- Educators have the choice to use the Harmony Web Programming and Planning third party software program for which the service pay the subscription.

## 7.2

- It is the practice of KDFDC to undertake regular staff and Educator performance appraisals in order to support performance improvement of individuals and KDFDC. Part of this process is for participants to be given the opportunity to reflect on their own skills, knowledge and practices and conduct a self-assessment. The outcome of this is to ensure all have access to relevant support resources and professional development and also to ensure KDFDC is effectively utilising the strengths and skills of each member.
- KDFC management provides support, information and mentors KDFDC managers through a culture of continuous improvement.
- The Educational leader remains current with regular relevant Professional Development and attends regular Educational Leader networking and training with Family Day Care Qld.
- The Educational Leader offers development classes for new Educators to assist them with their program and planning cycle of the children's learning journey as necessary .
- The Educational Leader has developed and distributed activity bags for each Educator which assists Educators with information, activities and ideas for children's learning. These bags encourage Educators to reflect and review current policies and links to extension ideas to further develop children's learning.
- The Educational Leader regularly provides an update with information in the Educator newsletter.

- The Educational Leader (EL) is suitably qualified to meet the EL specific job description. While all Coordinators are considered to be part of the 'Educational Leadership Team', they are mentored and supported by the EL. An educational leadership strategy has been developed in consultation with the EL and KDFDC Coordinators. During the scheduled team meetings, the EL joins to collaboratively develop and discuss the goals and expectations. The Educational Leader also supports regular updates of our Facebook pages. These pages offer resource support to Coordinators, Educators and families alike. The EL is available to Educators at forums, professional development, phone, email and one-on-one visits by request.
- Educators are supported to manage their business in a manner that suits the demands of their family and their own ever-changing family structure (i.e. growing children, partner's work demands etc.), in order to maintain quality of service. We recognise that Educators often need different levels of support over time to keep them enthused and connected to their role.
- Educators are required to attend a minimum of four professional development sessions per year to continue to develop their education and care practices. This does not include mandatory refresher training, such as Child Protection.
- Coordinators complete/attend ongoing professional development to retain industry currency in order to support Educators effectively.
- All Educators have approved qualifications or are working towards a qualification. Educators are supported by our Training Institute to complete their qualification within the required timeframes.



## Summary of strengths in practice where there is evidence of Exceeding NQS themes

### Notes:

- This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
- Additional information about the Exceeding NQS themes is available on ACECQA's [Exceeding the NQS](#) webpage.

### Standard 7.1 – Governance: Governance supports the operation of a quality service.

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

## Summary of strengths in practice where there is evidence of Exceeding NQS themes

### Notes:

- This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
- Additional information about the Exceeding NQS themes is available on ACECQA's [Exceeding the NQS](#) webpage.

Standard 7.2 – Leadership: Effective leadership builds and promotes a positive organisational culture and professional learning community.

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

## Key improvements sought for Quality Area 7

### Improvement Plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
7.2.2	In its current form the Educational Leader Bags are not sustainable.	A more sustainable method of providing Educators with this resource from the Educational Leader.	M	Resources to be developed for Educators and distributed via an online folder on the Secure Zone.	Educators are receiving updated information and resources in a timely and sustainable manner.	March 2023	Sustainable audit has been reviewed and updated.  'How to Embed Sustainability in FDC' has been reviewed and updated.
7.2.2	It has been identified that the logistics of the Ed Leader visiting every Educator is problematic and hard to achieve on a regular basis.	All Educators in all areas are receiving regular quality visits and support from the Educational Leader.	H	Ed leader to work closely with the Coordination team to continually review the progress of all Educators in the implementation of their programming and planning.  Educational Leader visits are conducted using a variety of different forms including phone calls, Teams, Zoom and Facetime.  Educators supported to use Harmony Web programming so that	Educational Leader is able to access all programming and planning for every Educator despite their location.	Ongoing  2023	The Coordination team regularly meet to discuss what level of support is required for individual educators Most Educators have been contacted to send in or invite the Ed Leader to look at their programming and planning.  Ed leader visit notes have been added to the Harmony Web Educator Management system.



				their program is able to be seen by the Ed Leader at all times. Educators who use other Apps are asked to invite the Ed Leader to the App.			
7.1.2	Some educators have expressed that the current Coordinator support model would be more effective if a couple/few whole day visits could be done each year to support them to meet compliance, programming and documentation requirements.	Educators feel adequately supported.	H	All-day workshops to be planned including a 'Show and Share' day whereby Educators and Coordination team travel to other Educators' homes to view the environments, programs and plans of other mentor Educators.  Playgroups and Group Ed Leader visits to rural communities of Educators.	Quality of Educator programming and level of compliance is enhanced.	Planned for 2023	

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## Notes

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## Notes