



Australian Children's  
Education & Care  
Quality Authority

# Quality Improvement Plan Kath Dickson Family Day Care East Coast Home Based Services

June 2023

National Quality Standard

## 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 only be completed when there is evidence of one or more Exceeding NQS themes impacting on practice at the service.

When the QIP is submitted to the Regulatory Authority for assessment and rating, an authorised officer will consider how the evidence documented impacts on practice, to determine if the Exceeding NQS themes are being met.

## Service details

<b>Service name</b>		<b>Service approval number</b>	
Kath Dickson Family Day Care East Coast Home Based Service (KDFC)		SE 40012695 East Coast	
<b>Primary contacts at service</b>			
Debby Mogg		Kelly Ball	
<b>Physical location of service</b>		<b>Physical location contact details</b>	
Street	11 Tarawa Street	Telephone	1300336345
Suburb	Parrearra	Mobile	0475 983 255/0458 580 519
State/territory	Queensland	Fax	
Postcode	4575	Email	Kball@kdfc.com.au
<b>Approved Provider</b>		<b>Nominated Supervisor</b>	
Primary contact	Debby Mogg	Name	Kelly Ball and Debby Mogg
Telephone	1300336345	Telephone	1300336345
Mobile		Mobile	0475 983 255
Fax		Fax	
Email	<a href="mailto:dmogg@kdfc.com.au">dmogg@kdfc.com.au</a>	Email	<a href="mailto:kball@kdfc.com.au">kball@kdfc.com.au</a>
<b>Postal address (if different to physical location of service)</b>			
Street		State/territory	
Suburb		Postcode	
<b>Educational leader</b>			
Name	Sheryl Lewis		
Telephone	1300336345		

Email

[slewis@kdfc.com.au](mailto:slewis@kdfc.com.au)

## 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		

Review Dates:

February 2020

September 2020

January 2021

January 2022

May 2022

Jan 2023

## 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 East Coast Home Based Services covers the geographical area encompassing the Sunshine Coast region, Noosa Shire and the Gympie region.

Our head office is centrally located at Parrearra.

The office is open 50 weeks of the year. It is closed for a 2 week period over Christmas and New Year. An emergency contact number is provided during this office closure and for out of hours contact.

Kath Dickson Family Centre was established in 1975 and has been running continuously since then. Kath Dickson Family Day Care has been operating on the Sunshine Coast since 2008. As of October 2019 this service has now become Kath Dickson Family Day Care - East Coast Home Based Services.

Kath Dickson Family Day Care – East Coast Home Based Service, formally approved in October 2018, ensures we can better meet the needs of our geographical region, including but not limited to families, culture, promoting local and relevant services and events in and to our local area.

How are the children grouped at your service?

Groupings are as per Family Day Care Regulations and Legislative requirements.

Write the name and position of person(s) responsible for submitting this Quality Improvement Plan

Kelly Ball, 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: 21

## Service statement of philosophy

Please insert your service's statement of philosophy here.

*This philosophy and vision guides 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.

We acknowledge the Gubbi Gubbi people.

## 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 on 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.
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## 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

#### Strengths

- The Early Years Learning Framework and the Framework for School Age Care form part of new Educator's training kits. These Frameworks and supporting documentation can be accessed, by all Educators, via the Kath Dickson Family Day Care (KDFDC) drop box. The drop box is a private electronic portal access to all KDFDC forms and support documents.
- (KDFDC approved document and specifically designed by KDFDC) is available to all Educators and includes guidance for minimum required educational program documentation, this can be completed online through our Childcare Management System Harmony- Program and practice or through individual Educator programing diaries.
- A KDFDC program manual (KDFDC approved document) is offered and available to all Educators to guide and support Educators to document their educational program.
- Educators are encouraged to develop their own philosophy, discuss their philosophy with families, and display their philosophy in a location that they and others can view. The Coordination Unit also reminds educators to review and update their philosophy periodically.
- A diverse range of methods of program documentation are used across services to cater for individualism and families and Educators strengths, abilities and needs including APPS – eg Story Park, OWNA, Kinderloop; Pic Collage learning stories; Scrap books.
- During the initial interview and enrolment process, Educators gain information from families through an 'All about Me' (KDFDC approved document) and by conversation and discussion.
- Educators are encouraged to ask new families to complete the first Learning for Assessment (KDFDC approved document) to assist the Educator in catering for each child's individual needs during the settling in phase.
- Educators are encouraged to update the Assessment for Learning for each child every six months and include individual observation documentation and evidence of a planning cycle.
- To meet all areas and stages of a child's development, Educators involve children in decision making; scaffold their skills, abilities and interests; encourage enquiring minds; encourage fun and participation; provide planned and spontaneous experiences; provide variety; role model environmental best practice;
- Critical reflection is encouraged and information and support is consistently provided by the Educational Leader to guide this.
- Educators are encouraged to develop individual portfolios for each under school age child and share these with the child and their family. If required, guidance for creating portfolios is available from Coordinators and the Educational Leader.
- Educators receive support and monitoring visits by Coordinators at least monthly and Educational Leader.
- Dedicated Educational Leader visits are planned at least twice yearly to each Educator. This provides a consistent and collaborative pedagogical approach.
- There is flexibility in being able to offer more Coordinator and Educational Leader visits if and/or when required.

- Information and guidance for Educators from the Educational Leader is included (but not limited to) in, private Facebook group 'Working as One', face to face, phone, email, scheduled playgroups, scheduled professional development sessions, as well as other identified professional development such as webinars.
- Kath Dickson Family Centre has a published Reconciliation Action Plan (RAP) and a dedicated working group to further its development and implementation.
- Each educator has ongoing and meaningful engagement with each family on the progress of their child in their service. They also keep families informed about the program, resources available to them, links with community organisations and support networks.
- Literacy is supported through story time at playgroups and online, connections with organisations such as First Five Forever and events such as Simultaneous Storytime
- 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 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.
- The KDFDC closed Facebook page "working as one" 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.

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

### Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 1.1 is available in the [Guide to the National Quality Framework](#).

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 only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 1.2 is available in the [Guide to the National Quality Framework](#).

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 only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 1.3 is available in the [Guide to the National Quality Framework](#).

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	Educators work in isolation	To inspire each other and share ideas, environments etc Promote collaborative approach to reflect on programs documentation environment set ups	M	Working together and sharing Discuss agenda for networking.	Educators network independently with each other;	2020  2021  2022	Network meetings scheduled on PD Calendar for 2020 - Asked for volunteers to start this – Jan 2020 Due to COVID 19 network meetings were not held – encourage support each other on our group Facebook page. Try again April 2022 – with COVID restrictions now lifted Face to face meetings/ workshops have now resumed and playgroup has recommenced.  Recommenced face to face training that Educators can attend – Child protection, harmony training. We have also continued to put information on “working as one” December 2022 – we did our first social outing for Educators to be able to connect with each other.
1.3	For some Educators the program diary could be limiting their potential	To move those Educators to the next level, encourage improvement and encourage to use their potential. scaffolding	M	Information in newsletter and FB group Education Leader visit Monthly support visits Theorist posters EYLF principles and practice	Educators that are confident to expand their programming can develop their own way to program with assistance (if necessary) from Educational Leader and Coordinators.	2019 and ongoing	Photos and learning stories including links to EYLF outcomes principles practice NQS shared on FB Network meetings scheduled for 2020 – Dec 2019 Discussions on visits Jan 2020



							2020 - Sharing info and ideas on Facebook, monthly newsletters etc Discussion on visits and ED Leader visits. April 2022 – online programming and practice has been offered as an option for Educators for them to use as a way of sharing information with families
1.3.2	Some Educators finding critical reflection challenging and difficult	Every Educator critically reflecting on a regular and ongoing basis	M	Support visits Information sharing on FB and newsletters Networking groups	Educators feel competent in using critical reflection to guide their program and practices.	Ongoing	Information shared on FB and in newsletters - 2019 Discussions during visits – 2019 Jan 2020 Webinars 24.02.20 Shared info in Ed Newsletter Support on visits, PD, articles, info, Facebook etc – Most using reflection points in the program diary, personal diary or other April 2022 – Educator Survey planned to gain feedback from educators about what assistance educators require and the best way to provide this support. 2023 Educational Leader visits are offered via Teams/Zoom.  November 2022 Critical reflection template developed and added to the Secure Zone. Critical reflection resources also added to Secure Zone.





						<p>October 2022</p> <p>June 2023</p>	<p>October 2022 – dedicated Educational Leader visits conducted per quarter for educators – these have been scheduled based on needs and ongoing from now on. Dedicated Educational Leader visits have been working well and Educators have been using this to extend their knowledge on the new EYLF that has been released.</p>
1	Reconciliation action plan (RAP) overdue for review	Review and update RAP	M	Contact 'working party' and schedule times for review meetings	Reviewed and updated RAP	<p>August 2021</p> <p>And ongoing</p>	<p>15.12.2020 Contacted Narragunnawali and added KD East Coast to the RAP KDFC cluster.</p> <p>July 2021 and Ongoing RAP consultation KDFC meetings – usually quarterly</p> <p>Jan 2023 – email sent to all Educators asking if they would like to be part of the RAP group for the new year.</p> <p>14.03.23 email to all educators about being able to participate in the “yourmob” indigenous training that has been paif for by Kath Dickson</p>
1	Annual review of program diary	Quality improvement	M	Feedback and input from Educators, staff, coordinators and management	Reviewed Diary	End 2021	<p>April 2021 8ways framework added and how to do acknowledgement of country.</p> <p>July 2021 Educator QIP added</p> <p>Dec 2021 Events calender added.</p> <p>April 2022 – All Educators transitioning to online Harmony programming – no longer using the paper diary</p>



1	Hardcopy program diary	sustainability	M	Harmony offering P&P electronically	Stop printing diary and support educators to use electronic version of P&P on harmony	2022	July 2021 – introduce P&P on ed visits – trial periods Dec 2021 – last printed minimalistic diary
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 and Torres Strait Islander perspectives to be embedded in practice	Opportunities for Aboriginal and Torres Strait Islander children to see themselves, their identities and cultures reflected in their environments	H	Strategic Inclusion Plan Update the RAP Coordination Team and Ed Leader training Professional Development support for Educators. 8 ways of learning symbols are on the Secure zone to be used in programs	Educators are using Aboriginal and Torres Strait perspectives daily in their programming and practices.	KDFDC Service SIP by April Educator support for SIP by End of July 2023	Meeting to be held with with Inclusion Support Qld by July 2023

## 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

- Relevant subscriptions are maintained and information consistently sourced from recognised authorities with regards to children’s health and safety. These include (but not limited to) Kidsafe, Raising Children Network, Nutrition Australia, Red Nose, Staying Healthy, Qld Health, ACECQA, ECRH. Information from these organisations and websites is shared with Educators and families and used to inform policy review, and guide best practice.
- A comprehensive KDFDC Policy and Procedure Manual (KDFDC quality controlled and approved document), informs, guides and mandates appropriate and relevant health, hygiene and safety practices. Policies and procedures are formulated in accordance with the Education and Care Services National Regulations, Education and Care Services National Law Act, 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, Educators and families is encouraged. The Coordination Unit can provide support to educators to understand and follow policies and procedures.
- All Educators and Coordinators are required to meet the KDFDC requirement to complete Mandatory Reporting/Child protection training annually. All Coordinators and Educators complete Safe Sleeping training. Food Handling Training is required if meals are provided.
- Educators promote healthy eating in multiple ways. For those Educators who provide meals Nutrition Australia’s Dietary Guidelines for Children and Adolescents is used as guidance considering allergies and intolerances.
- Safety Data Sheets (SDS) for any hazardous materials relevant to the environment are held at each premises.
- Policy states ‘it is recommended to use a thermometer to monitor fridge temperature’.
- First aid kits are in all work vehicles, offices and Educator environments and cars if applicable. Contents are checked for use by dates at least annually. A list of minimum requirements is provided in the Policy Manual.
- An electrical safety switch is a requirement at each property, tested by the educator every 6 months and an authorised person every 2 years.
- Smoke alarms at each property are in accordance with Queensland Government current guidelines and batteries replaced every year or as required.
- The Compliance Checklist (KDFDC approved document) identifies if each FDC residence has either a fire extinguisher or fire blanket.
- Educators with pools hold current pool certification. A pool checklist (KDFDC approved document) is completed daily.
- Children’s wellbeing is constantly monitored, documented and shared with families daily. This includes food, drinks, sleep and rest, nappy change and toileting, sunscreen and insect repellent applications.
- As and when required, additional support, training and/or resourcing is given to Educators to meet the needs of children with ongoing medical conditions.
- Each Educator has meaningful engagement and is aware of each family’s preferences and cultural requirements – building partnerships with families to enhance each child’s health and wellbeing. This includes food intolerance and allergies.
- Nappy change, hand washing, effective hygiene practices, food safety, exclusion periods etc. are informed by Staying Healthy 5<sup>th</sup> Edition and observed during Coordination Unit visits.
- 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.

- Low child to staff ratios in Family Day Care enable Educators to respond immediately to each child's health and physical activity requirements.
- Risk assessment and emergency management is managed according to KDFDC Policies and Procedures and information gathered from relevant authorities – most recent examples include bushfire management plans, PSP notifications – follow relevant authority instructions, Coronavirus notifications. Coordination Unit disseminates information about disasters as soon as information comes to hand. Educators in at risk areas are contacted by the Coordination Unit to ensure that they are ok.
- Coordinators and Educators raise awareness of issues impacting on child safety with families and the community and act in the best interests of the children in the context of child protection. KDFDC requirement to retain industry currency to effectively support best practice.
- Records are kept on Harmony regarding Educator completion of mandatory and other training. Educators receive alerts and reminders when something is coming up for renewal.
- 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.
- On enrolment, children's health, medical, dietary and cultural needs are discussed and the appropriate strategies are put in place.
- 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 5th 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.
- 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
- Educator newsletters include information for Educators on managing emergencies and what we should be teaching our children to keep them safe.

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

### Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 2.1 is available in the [Guide to the National Quality Framework](#).

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 only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 2.2 is available in the [Guide to the National Quality Framework](#).

### 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]



		New car seat allocation and Emergency contact information card to be used for all Educators leaving the home		During June visit and review of the safe practices outside the home policy we will look at transportation training and also implement car seat allocation chart and emergency information card	All Educators have completed training and using the emergency information card and car seat allocation form.	April 2022	Car seat allocation plans now used for all Educators transporting - <b>completed</b>
2.2	Expiry of fire extinguisher/blankets	Best and safe practice re fire extinguishers/blankets	H	Fire legislation –	Review of policy and compliance checklist when current/new information is received	March 2020	19.2.2020 Information from checkmate Safety services – FE yrs. FB never unless used but recommended 10yrs. Feb 2020 Robin contacted FDAQ – waiting information and on agenda for regional meeting.
	KDFC office compliance to fire legislation	KDFC office IS compliant to fire legislation	H	Audit of KDFC office	Maintain fire legislation compliance	May 2020	March 2020 North side Fire services completed audit and emailed recommendations. 11.03.2020 Emailed recommendations to KDFC head office for review and approval. Compliance checklist added that Educators must have a fireblanket or fire extinguisher - <b>complete</b>
						April 2022	
2.2.2 Incident and Emergency Management	COVID 19 restrictions and management,	How do we support our Educators? How do we monitor compliance? Methods of communication? COVID safe practices?	H	Visit risk assessment 'regular' contact via phone, email, face time, zoom	Educators feel supported; Management condiment that Eds are monitored for legislative requirements;	Effective immediate and until necessary	March 2020 limit number of visits in day April 2020 no physical visits contact via agreed methods 'COVID Notes' in visit file Mid June/July ascertain which Eds ready for visits and plan to return to 'normal' visit still with restricted numbers per day. By end July 2020 Compliance Checks complete. July/August 2020 F-F visit procedures reviewed; <b>All visits resumed back face to face Jan 2022</b>

2.1.2 Health Practices and Procedures	COVID 19	Health and hygienic environments	H	Resource educators and staff in H&H practices and current advice from health and regulatory authorities	H&H environments are maintained stopping the spread of illness	Effective immediate and ongoing	March to August 2020 – recommend Infection control – COVID 19 online training. Oct/Nov 2020 Discuss and develop COVID safe plans with educators.
2	Review H&S policy	Update information, practices procedures etc.	H	Educator, staff, coordinator and management input and feedback. Information gathered by recognised authorities	Policies reviewed with current recommended advice	December 2021  April 2022	COVID 19 information dispersed/shared Dec 2021 – policies reviewed May 2022 COVID information shared with Educator when changes to requirements and restrictions are made via email, Facebook and visits. Review of policies for compliance, infection control, health and Safety - ongoing with Educator input during policy reviews.
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	Parent Portal is being implemented via Harmony Web February 2023.
	Educators with a pool on site need to implement additional recommendations	All pools are compliant and align with new Regulations due in late 2023		Educators to include regular child ratio checks, reflect on supervision and supervision plans, integrate water safety in to educational programs, undertake Kid Safe pool training once a year. Monitoring of pool fencing to assure it is in good repair and working order.	All pools meet Australian standards and are routinely monitored during Support visits and Compliance checks	June / July 2023	May 2023 Updated Harmony visit notes Coordinators to check pool fencing, signage for compliance on every visit.
2.1	consistent practices are in place in regards to more robust risk assessments and	Development and implementation of Medical Management	H	Educators in conjunction with coordinators will review risk assessments prior to experiences being offered to	Medical management plans are completed effectively for all children with medical conditions	May 2023	Updated Medical Management, risk Minimisation and communication form





	medical management plans	plans that align with ACECQA guidelines		children to ensure the environment is always child safe All educators undergo regular training and review of medical condition and risk minimisation details for all children prior to children enrolling and monitoring on an ongoing basis in accordance with legislative requirements		June/ July 2023	developed to be used – sent to all Educators for updating.  Focus of Educators Visits for June/ July 2023
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## 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

- Each Educator's premises are individually assessed by the Coordination Unit to ensure access, full participation and age appropriateness for every child in care and modified if necessary. Coordinators will advise of required modifications and a timeline may be imposed before a follow up visit.
- Prospective Educators homes are visited by two Coordinators to assess the environment against a comprehensive Compliance Checklist (KDFDC approved document) and to advise on modifications required to meet legislation, policy, and Kidsafe Family Day Care safety guidelines.
- Twice yearly comprehensive health and safety (compliance) checks are undertaken by Coordinators using the Compliance Checklist (KDFDC approved document)
- (At least) Monthly Coordinator visits are documented and include monitoring compliance of environment with regards to health, safety and wellbeing of children.
- Educators conduct regular checks of their environments and these are documented, cleaning checklist are required to complete each day whilst completing their own regular checks to ensure their environments are safe and well maintained
- Educators are encouraged to provide outdoor spaces that include natural elements and materials which allow for flexibility of arrangement and multiple uses.
- Sustainable practices are embedded into each service's program and discussed with children. These include (but not limited to) reduce, reuse, recycle, repurpose, use of natural light and ventilation, mindful water consumption, respect and care of the natural environment, growing own food. Some services are able to have chickens, worm farms for example.
- The Inclusion Support Program can be accessed for resources, advice and assistance with a child's inclusion support plan to adapt environments and to support inclusion of every child.
- KDFDC incorporates and implements sustainable practices in administration operations. All publications, documents, forms and resources required and to support and resource Educators, are accessible via drop box.
- Attendance records are completed, signed and submitted electronically with invoices, receipts and statement sent by email.
- Coordinator visit notes are completed and signed electronically. Photos from visits filed electronically with visit notes.
- Excursions are planned to utilise community environments and to support child directed exploration and discovery. The Framework outcomes are included on the excursion form (KDFDC approved form) to identify benefits of excursions for the children. Risks assessments and approval by the Coordination Unit are required before going on an excursion.
- The FDC Working as One Educator private Facebook page is used constantly to share ideas including sustainable practices and ideas, environment set ups, free or low cost resources, safety advice and links to professional development.
- KDFDC Compliance checklist is reviewed and updated at least annually and as required from advice from recognised authorities.

- 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'.
- 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

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

Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 3.1 is available in the [Guide to the National Quality Framework](#).

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]

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

Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 3.2 is available in the [Guide to the National Quality Framework](#).

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

<b>Exceeding themes</b>	
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 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
3.2.3	The amount of plastic resources and equipment in some environments	Reduce the use of plastic Replace equipment (as required) with more sustainable materials.	M	Professional Development Discussion on visits and playgroup Posting and sharing ideas on Facebook group	All environments will have the majority of resources materials and equipment that are environmentally responsible.	As soon as possible and ongoing	As Educators are needing to replace items of equipment – some are choosing more natural materials – Oct 2019 Worm farm and composting PD – booked for March 2020 Individual discussion on visits – Jan 2020 and ongoing New Educator training – Jan 2020 April 2022 Use support visits to focus on how Educators



							invite suggestions from families and children. Jan 2023 2023 Educator support visits to promote 'working as one' Facebook group Jan 2023 Educator QIP is included in Compliance Checklists.
3.2.2	For some Educators to provide children with more equipment that has multiple uses rather than single use.	To see more loose parts play and equipment and less equipment with one fixed use.	M	Professional Development Discussion on visits and playgroup Posting and sharing ideas on Facebook group	Children engaging in play based learning using a variety of equipment, materials, resources and toys that can be used in multiple ways.	As soon as possible and ongoing	Most Educators are aware and design their environment with resources that support play based learning and encourage children to explore, solve problems, create and construct – Nov 2019 Individual discussion on visits re resources and equipment – Jan 2020 and ongoing New Educator training – Jan 2020 Jan 2023 Educator support visits to promote 'working as one' Facebook group Jan 2023 Educator QIP is included in Compliance Checklists.
3.2.1	Educators' practices to capitalise on spaces to enhance learning.	Educators continue to change their outdoor learning environments to promote learning through play, oral language/literacy and numeracy, physical challenge, perseverance, problem-solving, collaboration, sustainable practices,	M	Review the Programming Manual to have sustainability focus connected to learning outcomes.  Targeted professional development sessions are continually developed and links to online training sent to Educators.	Educators programs and children's portfolios reflect examples of oral language/literacy and numeracy, physical challenge, perseverance, problem-solving, collaboration, sustainable practices and of fostering care and respect for the environment.	April 2023	April 2023 Sustainability sessions and resources added to the Secure Zone.  New Assessment for Learning documents developed.  Educator networking/mentoring opportunities provided

		and to foster care and respect for the environment		<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>Educators actively reflect on their environment and implement changes to improve learning outcomes.</p> <p>Educators are actively participating in professional development.</p>		<p>through ‘working as one’ Facebook group.</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	Sustainable practices from Service end (administration and printed paper work)	Save on printing	M	Investigate electronic resources available to assist in administration paperwork	Electronic/digital procedures and practices	2022	<p>Jan 2021 Harmony introduce online family enrolments June finalised and customised for KDFDC – commence use – no more paper enrolments ☺ July 2021 Harmony P&amp;P – online programming with parent portal. <b>Completed</b> Visit notes are now recoded online and saved rather than paper copies printed. May <b>2022 completed</b></p>
3.2.3	<p>Educators and Coordinators need to upskill to improve strategies to embed sustainable practices to empower children’s sense of environmental responsibility.</p> <p>Consideration to be given as to how educational programs foster the relationship between children and their wonder for the natural world</p>	KDFDC to review and assist Educators to develop and implement an environmental strategy to empower children’s sense of environmental responsibility.		<p>Training of Coordinators to support educators to implement sustainable practices in their environments. Sustainability to include Environmental, Social and Economic updates for EYLF 2023.</p> <p>Use team meetings to continue to develop an environmental policy and strategy.</p>	Coordinators will be able to assist educators to plan and implement sustainable practices and learning opportunities for children.	October 2023	<p>Training for Coordinators has been resourced. Including ‘Understanding your Carbon Snapshot’ Gold Coast Bush Kindy Tour and Learning in and with Nature (Cottonwood Learning).</p> <p>Review of the KDFDC Sustainability Action Plan Feb 2023</p>



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				<p>KDFDC develop a sustainable practices resource pack for Educators.</p> <p>Provide opportunities for Educators to share practice ideas.</p>			
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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

<b>Standard 4.1</b>	<b>The design of the facilities is appropriate for the operation of a service.</b>	
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.
<b>Standard 4.2</b>	<b>Management, educators and staff are collaborative, respectful and ethical.</b>	
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

- Kath Dickson Family Centre was established in 1975 and has been running continuously since then. Kath Dickson Family Day Care has been operating on the Sunshine Coast since 2008. As of November 2019, this service has now become Kath Dickson Family Day Care - East Coast Home Based Services.
- Educator, Coordinator, Staff, Family and Child interaction and communication is guided by KDFDC Policy and Procedure, Code of Conduct, Early Childhood Australia Code of Ethics, the International Rights of the Child and The National Quality Framework.
- Family Day Care staffing arrangements allows for quality time and interaction with each child.
- There is a comprehensive and relevant recruiting, induction and training program for all new staff and Educators.
- Each Coordinator is Diploma level or higher. All staff have a current position description and annual appraisals are conducted.
- Twenty-four (24) hour emergency phone access is available to all stakeholders.
- Kath Dickson Family Day Care has the ability to recruit relief Educators for when Educators are unavailable due to illness or leave. If not available, Educators network to provide consistent and familiar relief care for each other and the families.
- Monitoring and support visits are conducted during regular visits to the Educator by a Coordinator. Coordinators aim for one hour long monthly visits. This can be increased as necessary or as required.
- New Educators are visited weekly for the first month, fortnightly for the second month, then monthly thereafter unless otherwise required.
- New Educators are given contacts and visit existing Educators for mentoring and networking purposes.
- Educators and Coordination Unit Staff attend/participate in at least four professional development/Learning opportunities each financial year in addition to mandatory child protection training.
- Scheduled playgroups provide Coordinators, Educators, children and the community to network, socialise, share ideas, and to access the community.
- Service-managed Facebook page 'working as one' and the 'Secure Zone' on our website provide access to resources to ensure that children's learning outcomes are being supported.
- 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.
- 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.
- 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.
- 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.



- 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.
- The Coordination unit 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.

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

### Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 4.1 is available in the [Guide to the National Quality Framework](#).

### 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 only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 4.2 is available in the [Guide to the National Quality Framework](#).

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
4.2.1	Quite a few new Educators  Informal Networking  Opportunities for sharing and discussion	Professional Collaboration Work collaboratively with mutual respect recognising each other's strengths and skills whilst gaining inspiration.	M	Provide network opportunities	Educators get to know each other and seek each other's support advice	Throughout 2020 and ongoing       2023	2020 PD calendar includes networking meetings and playgroups and distributed – Dec 2019  Discussion during visits – Jan 2020  April 2022 - face to face training resumed December social outing for Educators to be able to network with each other. Will continue to offer next year.
4.2	Review of Prospective Educator (PE) Induction Training packages	New reviewed and consistent PE induction training	M	Assign time throughout the weekly/fortnightly timetable to work through the review process	New and reviewed power point slides for PE training package.	May 2020	Jan 2020 Sheryl commence review and DRAFT of PE training package power point slides  April 2022 Kelly and Sheryl reviewed the Potential Educator training and completed a new train scheduled for new Educators and ensured that all Quality areas were met during the training. - <b>completed</b>
4.2 Professionalism	COVID 19	Support of Educators	H	Virtual visits/contact recorded in 'COVID' notes in visit files; COVID safe practices eg visit protocols and risk assessment; Resourcing educators continuously with information re Dept Health,	More 'regular' contact for educators to feel supported	Effective immediately as necessary and until necessary	March 2020 and ongoing dispersement of information from relevant authorities; Phone calls, fact time, zoom, emails, consistent and regular – sometimes on a daily basis;



				DESE, ECEC, ATO, Services Australia,   FDCA, FDCAQ via phone email text Facebook etc			Back to physical visits by July 2020
	<p>Ensuring all staff and educators regularly reflect together on opportunities to further enhance children’s wellbeing, learning and development</p> <p>Consistent plan for Ed Leader visits across all educators</p>	<p>All educators and coordination staff regularly engage in Critical reflection</p> <p>Every educator receives regular Ed Leader visits</p>	M	<p>Developing an easy to understand critical reflection template</p>	Critical reflections have been completed regularly	October 2023 and ongoing	<p>May 2023 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> <p>June 2023 Template developed by Ed Leaders of both services and placed on the Secure Zone and updated template on Harmony Web to trial with educators on Ed Leader visits</p> <p>June 2023 Educator roster developed by Ed Leader to visit all educators - completed</p>
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	M	<p>Disseminate information and fact sheets for changes in a timely manner using a variety of mediums.</p> <p>Ed Leader and Coordination team to undertake professional training when it is presented.</p> <p>Coordination team to discuss changes at regular team meetings</p>	<p>Relevant professional development provided.</p> <p>Information/fact sheets distributed and discussed on visits.</p>	2024	<p>EYLF V2.0 2022 and Approved Learning Frameworks Version 2.0 Information sheet Downloaded.</p> <p>Links to information sheets added to February newsletter to educators.</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

- Kath Dickson Family Day Care values positive relations and respect between all stakeholders. This is evident and demonstrated through all interactions and communications with and between Educators, Families, Children, Coordination Unit and Administration staff.
- During Coordination visits children demonstrate a sense of belonging and developing trusting relationships with other children, Educators and Coordinators. Interactions are observed and there is comprehensive documentation on the visit sheet (KDFDC approved document) around relationships with children.
- During the enrolment process, Educators gather information from families to support their child during the settling in process.
- Kath Dickson Family Day Care philosophy and policy shows our committed approach to equity and inclusion.
- Educators guide and scaffold children's learning (as evidenced in programs and reflections)
- Each Educator has a copy of the United Nations Convention on the Rights of the Child and this is also available on KDFC secure zone.
- Educators are supported and guided by policy and procedures, professional development opportunities, discussion with Coordinators, and information from recognised authorities to support children with behaviour guidance requirements.
- During visits and playgroups, Coordinators role model effective communication techniques with the children.
- 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
- 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.
- 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.
- 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 leaning environments which enhance positive interactions for children to engage in various play spaces, including dramatic play, physical and creative learning experiences.
- 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.



- 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.
- 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 'working as one' 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 only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 5.1 is available in the [Guide to the National Quality Framework](#).

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 only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 5.2 is available in the [Guide to the National Quality Framework](#).

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]

## Key improvements sought for Quality Area 5

### Improvement Plan

Standard/ element	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	Demonstrate self-awareness and be purposeful in the consideration of theoretical perspectives that influence their pedagogy and practices across the service	Each Educator and Coordinator will do this and discusses/documents evidence of this	L	PD Resourcing Webinars	Each Coordinator and Educator would be competent in discussing theoretical perspectives that influence their programs and curriculum decision making.	2021 ongoing	2019 Share theoretical information and resources.
5	Identified through A&R relationships with children – some ‘older’ educators mostly ed led/intentional teaching practices	More ‘holistic’ approach and child led, free, learn through play – not so structured ‘activities’ eg today learning x and y colours etc	M	Discussion Professional development Role modelling on visits		Jan 2021 and ongoing	Discussions Post relationship PDs on our Facebook group Share ideas ‘words to use’
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		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	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 like more information on child behaviours	Educators are supported in their role and are able to implement appropriate strategies to manage child behaviours.		<p>Link educators to online professional development. Develop a referral pathway for behaviour Guidance.</p> <p>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.</p>	Educators are able to develop and implement successful strategies to manage children's behaviours and self-regulation.	October 2023	<p>Educators provided information to online PDs by Beyond Blue -2023.</p> <p>Instructions were given at visits to education modules.</p> <p>Some Coordination team members have undertaken training with Triple P -Positive Parenting Program.</p>
5.2.2	Ensure that each educator is trained to ensure that their practice reflects the ECA Code of ethics	Children are guided in a manner that respects the children's dignity as well as Human Rights		<p>Provide of Code of Ethics Poster and brochure to distribute to all educators</p> <p>ACECQA factsheet Quality Area 5- Supporting children to regulate their own behaviour distributed in Newsletter</p>	All Educators have a copy of ECA code of ethics and are confident to refer this.	July 2023	June 2023 ECA posters printed and ready to provide to Educators on visits

## 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

- 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.
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- A comprehensive enrolment package includes a parent handbook (KDFDC approved document and updated annually or as required) 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.
- A parent interview checklist (KDFDC approved document) is completed to ensure parents are given all the necessary information prior to commencement with the chosen service.
- The 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' (KDFDC approved documents) provide opportunity 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 of the family or if a parent has difficulty with written language.
- There is an effective orientation and settling process including visits prior to care commencing, open door policy, photos and texts or communication through APPS and time for discussion at the end of the child's day.
- Coordinators and Educators share information to families via social media, email, payment advice messages, texts, APPS.
- The KDFDC parent handbook provides information to and encourages participation from parents including in the settling in process, policy review, feedback and sharing information.
- Families are included in invitations to playgroups and professional development training when relevant.
- Families are encouraged to advise of any changes as applicable and, at least, annually using the parent portal on harmony web)
- Feedback from families is encouraged when care ceases via a Cancellation of Care form (KDFDC approved document).
- Assessment for Learning (KDFDC approved document) is encouraged to be completed on Enrolment by the family and then, at least six monthly by the Educator. It is available for the families for their input and feedback.
- Coordinators and Educators attend community events and meetings such messy play day, under 8's day, and disseminate information to other Educators and families.
- Engagement in community occurs in various ways e.g. information tables at shopping centres, new mother's group information sessions at Community health hubs, playgroups and events.
- KDFDC has the ability to recruit relief Educators to assist in continuity of care and/or alternative Educators are offered in the event their usual Educator is unavailable. Some Educators have a 'network area' where this works well for families' to access care with familiar Educators.
- KDFDC engages with multiple community services/networks including: Child Health, Department of Child Safety, ACT for Kids, Talking families, BeYou, Playgroup Association of Qld, Salvation Army, Sunshine Coast Local Level Alliance Group, Inclusion Support, Family and Child Connect, TAFE Qld, Sunshine Coast local health services and businesses e.g. Chiropractor, birthing Coach, Speech pathologist.
- Coordinators and Educators access the community and events to add value to their programs e.g. local schools and kindy, varying venues for playgroup e.g. Botanical gardens, local parks, and invite community guests such as police, ambulance, fire liaison officers, visits to nursing homes.
- Educators work closely with the family to support the child through transitions e.g. settling into care, toilet training, kindy and school.
- KDFDC has a designated Community Liaison Officer (Caitlin Easton) who can assist with community engagement particularly building relationships with Aboriginal and Torres Strait Island people and providing guidance to Staff and Educators e.g. Professional Development, resources.



- 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.
- 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 our secure zone and is made available to families.
- The Kath Dickson organisation has many internal sectors and community contacts and is well-placed to provide support.
- 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.
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## 6. Summary of strengths in practice where there is evidence of Exceeding NQS themes

### Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 6.1 is available in the [Guide to the National Quality Framework](#).

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 only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 6.2 is available in the [Guide to the National Quality Framework](#).

### 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
6.2.3	Community engagement	For Educators who do not go OUT into community understand how to build relationships and engage with their community.	H	Through Network meetings, discussions, sharing relevant and applicable information	Educators plan and implement experiences in the program to support children's understanding of the community in which they live. The environment reflects a balanced view of contemporary Australians. Positive response to the differences in families' home lives and lifestyle choices.	2020 and ongoing	April 2022 face to face meeting resumed October 2022 – social events to allow educators to engage with the community
6.2	Review Metro SIP and update to suit EC home based services -	KDFDC – East Coast Home Based Services SIP	M	Stakeholder input Feedback Working party meetings	KDFDC ECHBS SIP	April 2023	April 2023 commence review.
6.1.3	Covid 19	Keep families informed re covid 19 information	H	Consistent information from recognised authorities – email, Facebook etc	Feedback from families and educators	March 2020	Facebook, emails, payment advice messages, info dispersed through Eds; - <b>completed</b>
6 Community and connections	Connections with community eg playgroup association, community toy libraries	To support and resource educators and to form partnerships in the community for the benefit of children and families	M	New Coordinator – Belle – previous links with Playgroup association et al;		2021	Dec 2020 – team meeting – offer free membership for Eds to community libraries – to research in new year 2021; Feb 2021 Research and contact and facilitate community playgroups



						2022	April 2022 – Established weekly playgroup with Play Matters QLD and this is weekly on a Wednesday. Open to all families and Educators of the service.
6	Parent participation and input into program	Parents having easily accessible information about their child/ren	H	Online Harmony P&P	Families to be given more opportunities to engage in policy reviews.	2022	Train and support educators to use Harmony program and practice which includes a parent portal and ability to document daily wellbeing too 😊 November 2022 – all parents provided with log in to the parent portal to view their child’s programming Jan 2023 – newsletters and information shared through the parent portal to families. Jan 2023 – information sent to families so they can update their child’s enrolment information directly online.
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.		Family survey, family days, playgroups, family newsletter, parent portal on Harmony Web.	Parents are more actively involved in our service.	Parent survey June 2022	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.	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 other areas  Share community information and events on 'working as one' and on the parent portal	Educators are able to access community events in their care environments either through excursions, incursions or IT.	2023	June 2023 Email to all educators about locations for other playgroups.  May 2023 information on the Facebook group about days to celebrate including ones in the local community.
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## 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 6: 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

- KDFDC is a 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. The Centre is managed by a board of management and meets all requirements of the legislative governance standards. The board of Directors consists of local community members from a variety of professional and non-professional services, is elected annually and meet regularly to review the implementation of the organisation's strategic plan including the individual sectors. The Board support and guide through the Chief Executive Officer (CEO) to ensure operation strategies are ethical and viable. All sector managers of the organisation 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 and Philosophy. KDFDC 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).
- Educators develop their own philosophy and are encouraged to share with families and review regularly. Their philosophy is developed in consultation with Coordinators.
- KDFC performs an annual staff wellbeing survey and outcomes inform decisions for positive change within the organisation.
- New Coordinators are given KDFC and KDFDC policy handbook and there is an induction process and checklist (KDFC approved document). Mentoring is provided by existing staff and managers to assist in creating a collaborative team with consistent and ethical practices.
- 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.
- All KDFDC approved forms are in place to support legislation, policy and procedure and are reviewed regularly in light of any changes applicable. Legislation is referenced in every policy.
- Coordinators conduct monthly compliance and support visits to Educator's homes and will advise of any identified issues that require attention. This is also documented on the Visit record and usually a timeline will be applied.
- All staff have roles and responsibilities descriptions and undertake a performance review annually. Professional development is identified in this process, attended and documented.
- The Educational Leader is supported by the manager and works in cooperation with the Educational Leader in the Kath Dickson – Metro office. This can be face to face, phone, online or via email.
- The KDFDC team has monthly meetings with a planned agenda, as well as opportunity to share information, discuss other topics, issues and plans for the fortnight. The discussion of these meetings are documented. These meetings provide staff to reflect on the past fortnight and highlight what has gone well, what could be improved and any changes required identified. A timeline is usually applied.
- KDFDC has a dedicated administration team to support Educators with timesheet processing, family enrolments and Educator payments.
- Staff leave is planned and documented (via calendar) to ensure no overlapping of holidays to minimise any impact to staff and Educators.
- There is an electronic complaint register that remains confidential on the KDFC computer system.
- 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.
- The Educational Leader regularly provides an update with information to Educators via email or during designated visits.
- 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.

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

### Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 7.1 is available in the [Guide to the National Quality Framework](#).

### 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 only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 7.2 is available in the [Guide to the National Quality Framework](#).

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	New Educator Checklist – review and add new requirements	Update and review	M	Step by step	New checklist is in place covering all quality areas.	Feb 2020  April 2022	Jan 2020 commence review (all) provide feedback Feb 2020 first draft released to team for feedback.  Review of the New Checklist to include areas for training during the first month the Educator is in care – to ensure all topics are covered.
7	Prospective Educator interview form and initial contact and induction process	Update and review	M	Review of current practices	Streamlined process and ease for new Educators to apply.	Feb 2020  April 2022  Jan 2023	10.02.2020 commence review (Christine) 21.02.2020 first draft released to team for feedback. Reviewed current process and put this into a document for all Coordinators to follow Jan 2023 – updated website so that Educators can apply online and this gets sent directly to the coordination unit that it is relevant to East Coast or Metro.
7	General review of forms	Update and review	M	Prioritise	All forms are updated with current details	2020 and ongoing  March 2023	Nov 2019 commence Excursion and Risk forms review. Dec 2019 first draft and feedback provided. March 2023 started the review of the Excursion and risk management forms after Metro Assessment and Rating – wanting to make







				Communication plans to ensure they meet regulation.			
7	Educational Leader (EL	All Educators in all areas are receiving regular quality visits and support from the Educational Leader	M	<p>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.</p> <p>Educational Leader visits are conducted using a variety of different forms including phone calls, Teams, Zoom and Facetime.</p> <p>Educators supported to use Harmony Web programming so that 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.</p>	Educational Leader is able to access all programming and planning for every Educator despite their location.	2023	<p>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.</p> <p>Ed leader visit notes have been added to the Harmony Web Educator Management system.</p>

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## Notes