

Quality Area 1

Educational Program and Practice

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

- building vocabulary, having language-rich communication exchanges between educators and children
- promoting expressive aspects of children's language
- engaging children in the exploration of creative arts such as musical rhythms or beats, or lines or shapes in visual arts
- using everyday events as a basis for children's exploration and learning about nature and science
- engaging children in singing songs and playing with words and sounds
- children repeating, revisiting and adding to projects or experiences that they have initiated
- children developing strong foundations in the culture and language of their family and in that of the broader community, without compromising their cultural identities children being given choices during routines and transition times
- children directing and initiating learning experiences
- children engaged in a range of play experiences throughout the day

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

- educators providing time, space and learning experiences that facilitate thoughtful and challenging conversations with children
- educators engaging with children by listening, showing interest and asking open-ended questions to encourage thinking and conversation
- educators using a range of communication strategies that involve explanations, speculation and problem solving
- educators modeling mathematical and scientific language and concepts
- educators using language associated with the creative arts

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

- information gathered about each child that shows that educators understand each child and their learning and development including their learning styles and any identified support for that child
- examples of children's representation of their learning and other work is documented and displayed in sensitive and respectful ways
- examples of families and children having opportunities to comment on or provide feedback about the program
- documented analysis of each child's learning and development, using the learning outcomes as points of reference, that assists in planning for each child information about what has occurred during the program so that families know the learning opportunities and experiences that have been offered to their children
- documentation that shows evidence of critical reflection, such as reflection journals or diaries
- documentation that reflects on all aspects of the program

Quality Area 2

Children's Health and Safety

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

- children being supplied with clean, appropriate spare clothes when they need them and knowing where they can access them independently
- children who do not require sleep or rest being given choice and opportunities to engage in quiet play experiences
- children being supported sensitively and positively when they are learning to use the toilet
- safe and hygienic storage, handling, preparation and serving of all food and drinks consumed by children, including food brought from home
- all educators implementing the service's health and hygiene policy and procedures
- educators actively supporting children to learn hygiene practices (including hand washing, coughing, dental hygiene and ear care)
- maintaining a hygienic environment for children
- children consuming food and drinks in a hygienic manner
- educators implementing appropriate hygiene practices in relation to hand
- washing, toileting, nappy changing and cleaning of equipment
- educators engaging children in experiences, conversations and routines that promote relaxed and enjoyable mealtimes and promote healthy, balanced lifestyles
- using cooking experiences to further children's understandings of healthy food and nutrition
- following the service's procedures for the safe storage and heating of food and drink
- never using food to reward or punish children
- encouraging children to eat healthy food without requiring them to eat food they don't like or to eat more than they need, including supporting children to recognise when they are hungry or 'full'

2.2 - Each child is protected.

- children being supervised in all areas of the service, by being in sight and/or hearing of an educator at all times, including during toileting, sleep, rest and transition routines
- children being unable to access unsupervised or unsafe areas in the service
- children only being taken outside the service premises by an educator, co-ordinator, nominated supervisor, parent or authorized nominee
- educators supervising children closely when they are in a situation that presents a higher risk of injury—for example, during water play or woodwork experiences or on an excursion
- educators adjusting their levels of supervision depending on the area of the service and the skills, age mix, dynamics and size of the group of children they are supervising
- educators talking with children about safety issues and correct use of equipment and the environment and, where appropriate, involving children in setting safety rules
- completed daily safety checks of buildings, equipment and the general environment
- records of pest/vermin inspections and/or eradication
- in relation to excursions - the service's policy and procedures on excursions
- evidence of planning for excursions that include a written risk assessment undertaken prior to conducting an excursion and provided to families
- documented evidence of detailed information provided to families regarding excursions, including the destination, mode of transport, educator-to-child ratio and number of adults in attendance

Quality Area 3

Physical Environment

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

- appropriately sized and equipped indoor and outdoor spaces
- a physical environment that is safe and includes adequate space for solitary play, and for children to work, play and talk together in small and large groups
- outdoor spaces with shaded areas that meet the recommendations of relevant recognised authorities for protection from the sun
- environments designed to support each child's access and assist educators to, adequately supervise children, group children in ways that minimise the risk of injury and conflict, reduce prolonged exposure to excess noise, and promote children's learning and development
- fencing that provides safety
- facilities that enable interaction and convenient access between indoor and outdoor spaces, including toilet (and nappy-changing, if applicable) and hand-washing facilities
- a balance of natural and artificial lighting, adequate ventilation and fresh air
- appropriate areas for food preparation and storage
- premises, furniture and equipment that are safe, clean and well maintained
- educators regularly conducting safety checks and monitoring the maintenance of buildings and equipment
- educators following safety advice from recognised authorities and manufacturers when arranging equipment, furniture and experiences
- areas used by children that are regularly cleaned

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

- clear pathways that direct children and adults around rather than through areas being used by others
- spaces organised to ensure that routine activities (such as toileting, nappy changing, eating and sleeping) promote positive interactions and opportunities for learning
- safe shelving and storage areas from which children can access equipment and resources that are age and capability appropriate
- challenging elements of outdoor and indoor environments that allow for experiences that scaffold children's learning and development and offer opportunities for appropriate risk-taking and risky play
- children actively engaged in a variety of rich, meaningful, inquiry-based experiences in both indoor and outdoor environments, with appropriate levels of challenge to support exploration and experimentation
- children initiating their own experiences using equipment and resources that they can access independently
- documented learning programs that pay equal attention to planning outdoor and indoor environments to support children's learning outcomes and extend on child-led learning, outline opportunities for children to engage in outdoor and indoor experiences, such as dramatic play, construction, music and exploration
- incorporate opportunities for children to, be active and wholly engaged for long periods of uninterrupted play, spend time in a quiet area away from other children if they wish, choose whether they wish to participate in large and small group activities
- the statement of philosophy that describes the service's approach to inclusion
- documented evidence that indicates the educational leader, nominated supervisors, educators and co-ordinators work collaboratively with family members, specialists and/or resource agencies to plan for the inclusion of children with additional needs, access adaptive equipment to support children's requirements, facilitate access to support services required while the child is at the service

Quality Area 4

Staffing Arrangements

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

- rosters for nominated supervisors, co-ordinators, educators and other staff
- procedures and supporting documentation to assist relief educators to learn about the service's processes, routines, families and children
- staff rosters that demonstrate the service is meeting staffing requirements including that a first-aid-qualified staff member is on duty at all times
- staff records that demonstrate educators, co-ordinators and family day care educator assistants hold first aid qualifications
- records of co-ordinator qualifications
- rosters and staffing arrangements that reflect the importance of educator continuity on a day-to-day basis
- exit data and documentation that provides information about the reasons for educators leaving the service.
- children demonstrating their trust and comfort with educators by happily responding to them, having conversations and initiating interactions with them, and seeking their company
- educators, including relief educators, addressing children and families by name and demonstrating in these interactions that they are familiar with how the service operates

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

- service staff demonstrating, care, empathy and respect for children, colleagues and families in their everyday practice, professional conduct in interactions and relationships with children, colleagues, families and members of the community
- the educational leader nominated supervisor, co-ordinators and educators taking responsibility for working in ways that meet the requirements of the National Quality Framework, implementing the approved learning frameworks
- the service's code of conduct and Early Childhood Australia's Code of Ethics (2016) are accessible to educators and staff members and are displayed and made available to families
- a handbook or resources for new and existing service staff that includes, the statement of philosophy, position descriptions, professional standards and/or code of conduct
- educators sharing their knowledge and discussing and reflecting on the needs of particular children and families
- educators, co-ordinators and staff members, sharing tasks and responsibilities, offering assistance to each other, responding promptly to support other team members in difficult situations
- the educational leader, nominated supervisor, co-ordinators and educators, working collaboratively to affirm and challenge their practice through supportive relationships with their colleagues, discussing and adopting inclusive practices and strategies that best support each child, demonstrating a commitment to learning more, regardless of their experience and current knowledge and skills

Quality Area 5

Relationships With Children

5.1 - Respectful and equitable relationships are maintained with children.

- examples of information gathered from - families to support their child during the settling-in process, other professionals or support agencies that work with children, including children who require additional support and those from culturally and linguistically diverse backgrounds
- the service's approach to equity and inclusion, documented in the statement of philosophy
- plans for the inclusion of children who require additional support
- evidence that educators and co-ordinators draw on the diverse knowledge, experiences and views of their colleagues when reviewing their teaching strategies and experiences planned for children, to ensure that all children have opportunities to achieve learning outcomes 236
- evidence of planned and spontaneous experiences and routines where educators support the engagement of individual children and groups of children in experiences of their own choosing
- documentation of children's learning that shows evidence that educators' interactions with children are used to support children's developing ideas, skills and relationships
- documentation that shows that diverse views, including family backgrounds and values, are considered in planning and programming for each child
- the United Nations Convention on the Rights of the Child displayed
- documented reflections on children's experiences at the service including whether all children's rights are being upheld

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

- the service's policy on interactions with children and behaviour guidance
- evidence that the program and routines include regular opportunities for children to engage in social play and collaborative experiences, educators identify children's shared interests and use this information to plan
- further collaborative learning opportunities
- the program includes collaborative and challenging learning experiences that are responsive to children's interests
- the service's policies and procedures on interactions with children and behaviour guidance
- planned and spontaneous experiences that support children to develop and practise the skills required to participate in group discussions and
- negotiate shared decision-making with their peers
- collaboration with schools, other professionals or support agencies that
- work with children who have diagnosed behavioural or social difficulties
- examples of information gathered from families about their children's social skills and relationship preferences
- documented communication with families that shows their views, ideas and preferences have been considered when planning appropriate strategies to support their child's positive inclusion in the program
- the service's policy on interactions with children that outlines a clear process for guiding children's behaviour, based on current recognised approaches and with a focus on children's rights
- individual behaviour guidance plans for children, including evidence of consultation with their families and if appropriate, input and suggestions from other professionals and support agencies

Quality Area 6

Collaborative Partnerships With Families and Communities

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

- prospective families being, invited and encouraged to visit and become familiar with the service before their child starts
- families encouraged to talk with service staff about the values and expectations they hold in relation to their child's time at the service before, during and after the enrolment process
- families encouraged to share information about other child-related services accessed by the family
- families being encouraged to stay with their child for as long as they choose during the settling-in period and on an ongoing basis
- families contacting the service, and in particular, their child's educator/s during the day if they wish
- educators assisting families to develop and maintain a routine for saying goodbye to their child
- each child being offered comfort and reassurance in a way that is suited to the child during separation from their family
- educators sharing honest information with families about how their child is settling into the service
- information being exchanged between families and educators at arrival and departure times
- educators and families discussing children's individual requirements and play preferences sensitively, respectfully and confidentially
- educators demonstrating a non-judgmental understanding of each child, and each child's family and community context

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

- examples of summaries of the child's progress towards the learning outcomes when transitioning between different age settings
- examples of plans and statements to assist children in making positive transitions from the service to formal schooling
- written procedures for releasing children from the service and ensuring that they are released only to authorised nominees
- records of children's arrivals and departures, with the signature of the person responsible for verifying the accuracy of the record and the identity of the person collecting the child
- evidence that in centre-based services, shifts are planned to maximize continuity of education and care for children
- children demonstrating a sense of belonging and comfort in the service environment
- children demonstrating trust and confidence in educators and staff members
- educators have adapted aspects of the environment, routines, transitions and staffing arrangements to facilitate the inclusion of all children
- the service liaises with other children's services, local businesses, schools, health and family support services and other organisations working with families and children in the local area
- members of the local community are invited into the service to contribute to the program

Quality Area 7

Governance and Leadership

7.1 - Governance supports the operation of quality service.

- the service's statement of philosophy
- documentation relating to the service's review of its statement of philosophy (such as staff meeting minutes)
- evidence that the service's statement of philosophy is included in the induction process for all staff members and in the enrolment and orientation process for families
- the practices of the educational leader nominated supervisor, educators and co-ordinators are in line with the service's statement of philosophy
- the values stated in the service philosophy being reflected in the service's environment, policies and procedures, records available and kept for the required length of time
- evidence of current public liability insurance (this does not apply if the
- insurance is provided by a state or territory government)
- a Quality Improvement Plan
- child assessments
- an incident, injury, trauma and illness record
- a medication record
- the child attendance record
- the child enrolment record
- the record of the death of a child while being educated and cared for by the service

7.2 - Effective leadership builds and promotes a positive organisational culture and professional learning community.

- regular self-assessment
- service practices and program delivery that match the service's self- assessment, which is reflected in its Quality Improvement Plan
- program delivery with quality improvement planning
- collect and uses information from a range of sources as part of the process of self-assessment and planning for quality improvements
- using reflections on children's learning and development to plan, implement and evaluate programs and to support children in achieving outcomes
- engaging in reflective practice on inclusion in the service's Quality Improvement Plan
- how the educational leader supports educators to engage in reflective practice to refine strategies and to create and sustain improvements
- processes for regularly updating the Quality Improvement Plan and identifying new goals and strategies for quality improvement
- designation of the educational leader in the staff record
- documentation of the educational leader providing feedback and guidance to educators about the assessment and planning cycle
- reflective practice discussions that critically examine current practice and that lead to quality improvement.
- individual performance plans for educators, coordinators and staff members