

Documentation To Support Quality Area 6

Documentation	Yes	No	Comments
The service's enrolment and orientation procedures and documentation.	Y		
Evidence that families seeking a place at the service are provided with easy to read information about how the service operates and what it can provide (including information about inclusion and learning).	Y		
Assist families to access service policies and procedures.	Y		
Information from the family about each child's background, experiences, preferences and home routines is updated, recorded in the child's documentation and used to support curriculum decision-making.	Y		This needs to be updated every 3 months.
Families are given opportunities to provide feedback about their child's experiences, make suggestions about service routines, transitions and activities, contribute to curriculum decision-making and the documentation of children's learning.	Y		This needs to be more visible for families to interact.
Families' knowledge of their children is incorporated into plans for children's experiences and learning.	Y		
Newsletters, communication books or other methods of communication with Families	Y		Update families e-mails.
Information about the service's philosophy, operation, policies and procedures being available in areas of the service regularly accessed by families, in service documentation provided to them on noticeboards, charts or posters in areas regularly used by families and/or through appropriate media.	Y		Add to the foyer for Parents to access.
Information about community services and resources available in areas of the service.	N		Create monthly calendar of events and display.

Service documentation such as the family handbook.	Y		
Easy-to-read information about the service in the languages used at the service and in the local community.	N		This needs to be included.
Evidence that policy changes are explained in detail and communicated to families prior to implementation.	Y		
Examples of summaries of the child's progress towards the learning outcomes when transitioning between different age settings.	Y		
Examples of plans and statements to assist children in making positive transitions from the service to formal schooling.	Y		
Written procedures for releasing children from the service and ensuring that they are released only to authorised nominees.	Y		
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.	Y		
Evidence that in centre-based services, shifts are planned to maximize continuity of education and care for children.	Y		
The service seeks to build their capacity to respond to each child's specific requirements.	Y		
Professional development that supports responsiveness to each child's specific requirements and inclusive practices	Y		
Service's philosophy, policies and procedures demonstrate a commitment to access, inclusion and participation for every child and their family in the service.	Y		

Meetings and/or communication between the service, families, and other agencies or specialists working with individual children.	Y		This needs to be sorted into monthly folders.
Where required, families are referred and supported to make contact with appropriate support services/agencies.	Y		
With the family's consent and when required, information about the child's experiences and achievements in the service is appropriately shared with other support services/agencies.	Y		
Examples of individual support plans for children that are implemented within the daily program and/or Strategic Inclusion Plans that promote inclusive programs and practices.	Y		
Procedures for families or educators to request referrals for children.	Y		
Processes for making and accepting referrals from other services/agencies in the local community such as child protection agencies, early childhood intervention services, cultural support agencies, family support agencies, health professionals.	Y		
Images, books and resources that reflect children and adults, from a range of backgrounds, cultures and abilities, as active contributors to and participants in the community.	Y		
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.	Y		
Members of the local community are invited into the service to contribute to the program.	N		We need to look at including this.
Planned experiences that involve incursions and/or children visiting parts of their community to extend knowledge gained.	Y		They need to be documented and extended upon.