

# Rating Outcome Summary

Service Name	Normanhurst Out of School Hours Care Inc
Service Approval Number	SE-00013520
Provider Name	Normanhurst Out of School Hours Care Inc
Provider Approval Number	PR-00007819
Assessment & Rating Number	ASR-00031609
Assessment Type	Full Assessment and Rating
Assessment Visit Date(s)	26-11-2020 to 26-11-2020
Assessment Officer	Cheree Banister
Endorsed By	Jane Gleeson
Report Status	FINAL

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## About this *Rating Outcome Summary* report

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

This Rating Outcome Summary report includes the following:

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

You can use this information to assist you in:

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

### How to read this document

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

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

A Quality Map of each Standard

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

Analysis notes of each Standard

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

Quality Improvement notes and resources

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

Information about the National Quality Standard and rating levels can be found in the guide to the National Quality Standard or online at [www.acecqa.gov.au](http://www.acecqa.gov.au)

## Overall Rating Summary

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

## Overall Summary Comments

Your service is acknowledged for its achievements in meeting the National Quality Standard and striving for quality outcomes for children. In particular, the secure and respectful relationships educators have formed with children and families demonstrate the commitment to quality by the approved provider, educators and staff. Continue to reflect on current practice to maintain and improve on the quality outcomes evident during this assessment and rating process. The service may wish to consider the Quality Improvement Planning Notes throughout this report in prioritising areas for improvement.

## Quality Area 1: Educational program and practice

STANDARD 1.1	The educational program enhances each child's learning and development.
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Element	Concept	Descriptor	Met or Not Met
1.1.1	Approved learning framework	Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.	Met
1.1.2	Child-centred	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.	Met
1.1.3	Program Learning opportunities	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.	Met

Theme	Theme Description	Confirm
Theme 1	Practice is embedded in service operations.	Yes
Theme 2	Practice is informed by critical reflection.	Yes
Theme 3	Practice is shaped by meaningful engagement with families and/or community.	Yes

1.1	The educational program enhances each child's learning and development.	Exceeding NOS
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STANDARD 1.1	Analysis Notes
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The approved framework, My Time Our Place, guides planning and decision-making. The educational program is developed and delivered in a way that consistently supports each child's interests and developing skills including taking on the children's suggestions through surveys. Routines are structured in ways that allow children to determine and acknowledge their capacity to make choices and decisions, in particular the reflection that occurred in the change of routine informed by the children around roll call. The children's knowledge and cultural identities are explored and celebrated by the service through families attending to share their cultures and host activities for the children as part of the planned program.

<b>STANDARD 1.2</b>	<b>Educators facilitate and extend each child's learning and development.</b>
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Element	Concept	Descriptor	Met or Not Met
1.2.1	Intentional teaching	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.	Met
1.2.2	Responsive teaching and scaffolding	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.	Met
1.2.3	Child directed learning	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.	Met

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

<b>1.2</b>	<b>Educators facilitate and extend each child's learning and development.</b>	<b>Meeting NQS</b>
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<b>STANDARD 1.2</b>	<b>Analysis Notes</b>
<p>Educators actively engage in children's learning, consistently responding to their ideas and play. Educators extend children's learning through deliberate questioning and purposeful interactions demonstrated through the science activities programmed. Children are encouraged by educators to make choices and decisions to become involved and competent learners.</p>	

<b>STANDARD 1.3</b>	<b>Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.</b>
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Element	Concept	Descriptor	Met or Not Met
1.3.1	Assessment and planning cycle	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.	Met
1.3.2	Critical reflection	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.	Met
1.3.3	Information for families	Families are informed about the program and their child's progress.	Met

Theme	Theme Description	Confirm
Theme 1	Practice is embedded in service operations.	Yes
Theme 2	Practice is informed by critical reflection.	Yes
Theme 3	Practice is shaped by meaningful engagement with families and/or community.	Yes

<b>1.3</b>	<b>Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.</b>	<b>Exceeding NOS</b>
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<b>STANDARD 1.3</b>	<b>Analysis Notes</b>
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The cycle of planning supports the development of the program and educators consistently use their knowledge of children to plan and deliver a program catered to all children. Educators have processes in place to evaluate the program and families can access information and documentation about their child's program and progress. Families directly influence the program in their responses to activities as well as suggestions and requests for activities for their children in both vacation care and before and after school care. Critical reflection is consistently used to review the program, routines and environment.

## Quality Area 1: Ratings Summary

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

Quality Improvement Plan notes (optional)
<p>To build on achievements in this quality area the service may wish to:</p> <ul style="list-style-type: none"> <li>- consider providing opportunities to cultivate deep respect for, and knowledge of, the cultural diversity of the broader community in the educational program including Aboriginal and Torres Strait Islander histories and cultures,</li> <li>- continue to work collaboratively with educators in taking the planned and reflective approach in implementing the educational program,</li> <li>- continue to support the educators to promote their understanding of the principles, practices and learning outcomes of the My Time Our Place Framework.</li> </ul>



## Suggested Resources for Improvement

Aboriginal Languages Map of Australia

[www.aiatsis.gov.au](http://www.aiatsis.gov.au)

Be Part of Reconciliation

[https://www.acecqa.gov.au/sites/default/files/2019-08/QA1\\_BePartOfReconciliation\\_0.pdf](https://www.acecqa.gov.au/sites/default/files/2019-08/QA1_BePartOfReconciliation_0.pdf)

Yulungu Traditional Indigenous Games

<https://www.sportingschools.gov.au/resources-and-pd/schools/yulunga>

The journey towards critical reflection

<https://wehearyou.acecqa.gov.au/2015/08/04/the-journey-towards-critical-reflection/>

## Quality Area 2: Children's health and safety

STANDARD 2.1	Each child's health and physical activity is supported and promoted.
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Element	Concept	Descriptor	Met or Not Met
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.	Met
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.	Met
2.1.3	Healthy lifestyle	Healthy eating and physical activity are promoted and appropriate for each child.	Met

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

2.1	Each child's health and physical activity is supported and promoted.	Meeting NOS
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STANDARD 2.1	Analysis Notes
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Spaces are made available for children to engage in rest and quiet experiences. The service has effective processes to promote hygiene practices and the management of injury and illness in the service. Educators consistently promote healthy lifestyles during meal times and encourage physical activity throughout the day.

STANDARD 2.2	Each child is protected
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Element	Concept	Descriptor	Met or Not Met
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.	Met
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.	Met
2.2.3	Child protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.	Met

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

2.2	Each child is protected	Meeting NQS
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STANDARD 2.2	Analysis Notes
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Educators supervise children effectively, adjusting their level of supervision dependent on the age, skills and size of the group and the activity involved and update each other through the use of walkie talkies. The service has systems in place to ensure each child is protected by implementing service policies regarding children's safety. Emergency evacuation and lockdown procedures are displayed and rehearsed in line with regulatory requirements and educators understand their obligations under the child protection legislation.

## Quality Area 2: Ratings Summary

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

Quality Improvement Plan notes (optional)
<p>To build on achievements in this quality area the service may wish to:</p> <ul style="list-style-type: none"> <li>- continue to raise the children's and families' awareness of healthy lifestyles and nutrition,</li> <li>- involve children and families in the relevant safety and child protection activities ensuring to promote their awareness and knowledge,</li> <li>- continue to pro-actively identify and manage risk and take precautions to protect children from harm and hazard.</li> </ul>

Suggested Resources for Improvement
<p>Kids Health Info app  <a href="https://www.rch.org.au/khiapp/">https://www.rch.org.au/khiapp/</a></p> <p>Australian 24-Hour Movement Guidelines for the Early Years (birth to 5 years): An Integration of Physical Activity, Sedentary Behaviour, and Sleep</p>

[https://www1.health.gov.au/internet/main/publishing.nsf/Content/DAAD9AEB38F655D6CA257C75001B546D/\\$File/24hrGuidleines-Factsheet-fa-0-5.pdf](https://www1.health.gov.au/internet/main/publishing.nsf/Content/DAAD9AEB38F655D6CA257C75001B546D/$File/24hrGuidleines-Factsheet-fa-0-5.pdf)

Feed Australia. Families

<https://www.feedaustralia.org.au/fa-families.html>

Family Referral Service. Brings together families, support services and community resources so that our children and young people are safe and well.

<http://www.familyreferralservice.com.au/>

Department of Social Services- Family safety pack. Information for men and women coming to Australia about Australia's laws regarding domestic and family violence.

<https://www.dss.gov.au/family-safety-pack>

Education Programs and Protective Behaviours

<https://bravehearts.org.au/education>

## Quality Area 3:Physical environment

STANDARD 3.1	The design of the facilities is appropriate for the operation of a service.
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Element	Concept	Descriptor	Met or Not Met
3.1.1	Fit for purpose	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.	Met
3.1.2	Upkeep	Premises, furniture and equipment are safe, clean and well maintained.	Met

3.1	The design of the facilities is appropriate for the operation of a service.	Meeting NQS
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STANDARD 3.1	Analysis Notes
<p>All furniture, equipment, facilities and resources in indoor and outdoor spaces are appropriate for their purpose, and indoor and outdoor spaces allow children and educators flexible access through the provision of an indoor/outdoor program. The service has policies on hygiene and maintenance, and the premises, furniture and equipment are safe and clean.</p>	

STANDARD 3.2	The service environment is inclusive, promotes competence and supports exploration and play-based learning.
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Element	Concept	Descriptor	Met or Not Met
3.2.1	Inclusive environment	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.	Met
3.2.2	Resources support play-based learning	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.	Met
3.2.3	Environmentally responsible	The service cares for the environment and supports children to become environmentally responsible.	Met

3.2	The service environment is inclusive, promotes competence and supports exploration and play-based learning.	Meeting NQS
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STANDARD 3.2	Analysis Notes
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The environments are organised in ways that support children's learning and involvement. Resources, materials and equipment enable children to engage in play based learning. The service cares for the environment and supports children to become environmentally responsible.

## Quality Area 3: Ratings Summary

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

### Quality Improvement Plan notes (optional)

To build on achievements in this quality area the service may wish to:

- continue to promote the children's, families' and community awareness respect for the environment and engagement in sustainable practices,
- plan activities with the children that actively raise their environmental awareness and promote sustainable practices.

### Suggested Resources for Improvement

Factsheet: Poisonous or harmful Plants  
<https://www.schn.health.nsw.gov.au/fact-sheets/poisonous-or-harmful-plants>

Reverse Garbage  
<https://reversegarbage.org.au/educate/>



Sustainability Audit Tool  
[https://www.cccinc.org.au/docs/resource-sheet\\_sustainability-audit-tool-v-2015.pdf](https://www.cccinc.org.au/docs/resource-sheet_sustainability-audit-tool-v-2015.pdf)

Take 3 For The Sea  
<https://www.take3.org/>

## Quality Area 4: Staffing arrangements

STANDARD 4.1	Staffing arrangements enhance children's learning and development.		
Element	Concept	Descriptor	Met or Not Met
4.1.1	Organisation of Educators	The organisation of educators across the service supports children's learning and development.	Met
4.1.2	Continuity of staff	Every effort is made for children to experience continuity of educators at the service.	Met
Theme	Theme Description		Confirm
Theme 1	Practice is embedded in service operations.		Yes
Theme 2	Practice is informed by critical reflection.		No
Theme 3	Practice is shaped by meaningful engagement with families and/or community.		No
4.1	Staffing arrangements enhance children's learning and development.		Meeting NQS
STANDARD 4.1	Analysis Notes		
<p>The organisation of educators across the service consistently supports children's learning and development through effective supervision and continuity of educators at the service. Educators are expected to share the role of greeting children and families in order to ensure all educators are given the opportunity to speak to families.</p>			

STANDARD 4.2	Management, educators and staff are collaborative, respectful and ethical.
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Element	Concept	Descriptor	Met or Not Met
4.2.1	Professional collaboration	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.	Met
4.2.2	Professional standards	Professional standards guide practice, interactions and relationships.	Met

4.2	Management, educators and staff are collaborative, respectful and ethical.	Meeting NQS
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STANDARD 4.2	Analysis Notes
<p>Educators engage respectfully with each other and demonstrate a willingness to share information to support program and practice. Educators use ethical and professional standards to guide their daily interactions with each other, children and families.</p>	

## Quality Area 4: Ratings Summary

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

Quality Improvement Plan notes (optional)
<p>To build on achievements in this quality area the service may wish to:</p> <ul style="list-style-type: none"> <li>- continue to focus on building the team of educators,</li> <li>- continue to acknowledge educators' strengths and culture and promote these in the service,</li> <li>- continue to support educator's professional development through training and workshops.</li> </ul>

Suggested Resources for Improvement
<p>Importance of Continuity of care  <a href="https://nurch.com.au/education/importance-of-continuity-of-care/">https://nurch.com.au/education/importance-of-continuity-of-care/</a></p> <p>ACECQA Knowledge Games  <a href="https://www.acecqa.gov.au/resources/supporting-materials/games">https://www.acecqa.gov.au/resources/supporting-materials/games</a></p>



## Quality Area 5: Relationships with children

STANDARD 5.1	Respectful and equitable relationships are maintained with each child.
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Element	Concept	Descriptor	Met or Not Met
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.	Met
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.	Met

5.1	Respectful and equitable relationships are maintained with each child.	Meeting NQS
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STANDARD 5.1	Analysis Notes
<p>Interactions with children are warm and friendly and educators greet children positively. Educators promote a sense of well-being and security through positive and respectful relationships with each child. Constructive interactions and opportunities for shared learning experiences between educators and children are implemented within service delivery.</p>	

STANDARD 5.2	Each child is supported to build and maintain sensitive and responsive relationships.
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Element	Concept	Descriptor	Met or Not Met
5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other.	Met
5.2.2	Self-regulation	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.	Met

5.2	Each child is supported to build and maintain sensitive and responsive relationships.	Meeting NQS
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STANDARD 5.2	Analysis Notes
Educators model collaborative behaviour through their interactions with children and colleagues, to help children to initiate interactions and join in play with their peers. Educators support children and intervene sensitively when children experience difficulty in resolving a disagreement.	

## Quality Area 5: Ratings Summary

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

Quality Improvement Plan notes (optional)
<p>To build on achievements in this quality area the service may wish to:</p> <ul style="list-style-type: none"> <li>- continue to encourage the children to communicate to effectively resolve disputes and differences,</li> <li>- continue to establish and maintain relationships with the children and families in each group,</li> <li>- consider how engagement in critical reflection could help guide and inform best practice,</li> <li>- promote inclusion and social justice with the children.</li> </ul>

Suggested Resources for Improvement
<p>Brain development  <a href="https://www.aedc.gov.au/resources/detail/brain-development-in-children">https://www.aedc.gov.au/resources/detail/brain-development-in-children</a></p> <p>Emerging minds. Talking to children about natural disasters, traumatic events, or worries about the future  <a href="https://vimeo.com/394049129">https://vimeo.com/394049129</a></p>





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

<b>STANDARD 6.1</b>	<b>Respectful relationships with families are developed and maintained and families are supported in their parenting role.</b>
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Element	Concept	Descriptor	Met or Not Met
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in the service and contribute to service decisions.	Met
6.1.2	Parents views are respected	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing	Met
6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.	Met

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

<b>6.1</b>	<b>Respectful relationships with families are developed and maintained and families are supported in their parenting role.</b>	<b>Meeting NQS</b>
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<b>STANDARD 6.1</b>	<b>Analysis Notes</b>
<p>The service has supportive relationships with families and comprehensive and current information is provided to families about the service. Collaboration between families and the service exists enabling joint decision making based on mutual respect to guide the delivery of the program. Families are supported in their role as parent and information about the service's philosophy, operation, policies and procedures are available.</p>	

<b>STANDARD 6.2</b>	<b>Collaborative partnerships enhance children's inclusion, learning and wellbeing.</b>		
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Element	Concept	Descriptor	Met or Not Met
6.2.1	Transitions	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.	Met
6.2.2	Access and participation	Effective partnerships support children's access, inclusion and participation in the program.	Met
6.2.3	Community engagement	The service builds relationships and engages with its local community.	Met

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

<b>6.2</b>	<b>Collaborative partnerships enhance children's inclusion, learning and wellbeing.</b>		<b>Meeting NQS</b>
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<b>STANDARD 6.2</b>	<b>Analysis Notes</b>
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Staff demonstrate a commitment to actively working with families to enhance children's inclusion, learning and well-being. The service consistently facilitates inclusion and support assistance enabling each child's full participation. Educators work with inclusion support officers, families and the children's classroom teachers to ensure each child's needs are being met in the most appropriate way. Despite being faced with some challenges regarding transitions this year due to COVID-19, educators have worked together to make these as effective as possible and that children and families have been supported.

## Quality Area 6: Ratings Summary

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

Quality Improvement Plan notes (optional)
<p>To build on achievements in this quality area the service may wish to:</p> <ul style="list-style-type: none"> <li>- continue to encourage families to participate in the program,</li> <li>- continue to promote the parents' contribution to decisions that affect the service,</li> <li>- link with another children's service in the community to promote networking and the sharing of ideas,</li> <li>- research information about the local Aboriginal community which can be incorporated into the program and shared with families,</li> <li>- continue to establish links with local business and community groups,</li> <li>- continue to investigate opportunities for children to participate in their local community.</li> </ul>

Suggested Resources for Improvement
<p>Welcoming conversations with culturally and linguistically diverse families  <a href="https://childaustralia.org.au/wp-content/uploads/2017/02/WelcomingConversationsGuideWEB.pdf">https://childaustralia.org.au/wp-content/uploads/2017/02/WelcomingConversationsGuideWEB.pdf</a></p>

Talking with families

<https://www.gowriesa.org.au/docs/Snapshot-Talking-with-families-2019.pdf>

The Smith Family. Learning programs

<https://www.thesmithfamily.com.au/programs>

Creating learning experiences for children with complex additional needs

[https://learningplace.eq.edu.au/cx/resources/file/3929d73e-9001-4673-b3e5-e02eae97e2b/1/content/m01/m01\\_c05\\_p02.html](https://learningplace.eq.edu.au/cx/resources/file/3929d73e-9001-4673-b3e5-e02eae97e2b/1/content/m01/m01_c05_p02.html)

Reconciliation Action Plan

<http://www.earlychildhoodaustralia.org.au/our-work/reconciliation/>

Who are the local people

[www.alc.org.au](http://www.alc.org.au)

It takes a village to raise a child: The role of Community

<https://wehearyou.acecqa.gov.au/tag/collaboration/>

## Quality Area 7: Governance and Leadership

STANDARD 7.1	Governance supports the operation of a quality service.
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Element	Concept	Descriptor	Met or Not Met
7.1.1	Service philosophy and purpose	A statement of philosophy guides all aspects of the service's operations.	Met
7.1.2	Management systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.	Met
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the service.	Met

7.1	Governance supports the operation of a quality service.	Meeting NOS
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STANDARD 7.1	Analysis Notes
<p>Governance and administrative systems are in place to ensure the effective management of the service and that records and information is maintained in accordance with legislative requirements. The service philosophy, policies and procedures are available, reviewed regularly and used to guide staff practice. The staff handbook has been recently reviewed to reflect current practices.</p>	

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

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

<b>7.2</b>	<b>Effective leadership builds and promotes a positive organisational culture and professional learning community.</b>	<b>Meeting NOS</b>
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<b>STANDARD 7.2</b>	<b>Analysis Notes</b>
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Educators are supported to engage in ongoing improvement through provision of individual development plans, resources and training. The educational leader collaborates with educators to provide curriculum guidance and direction. Educators, management and families are involved in identifying areas for service improvement as well as families and children being involved in the staff appraisals system.

## Quality Area 7: Ratings Summary

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

Quality Improvement Plan notes (optional)
<p>To build on achievements in this quality area the service may wish to:</p> <ul style="list-style-type: none"> <li>- build on the educational leaders knowledge by attending professional development,</li> <li>- continue to support educator's knowledge and understanding of the service's policies and procedures,</li> <li>- research current information about learning theories and curriculum and promote these with the educators,</li> <li>- continuing to review policies and procedures when issues are identified or when educators or families need.</li> </ul>

Suggested Resources for Improvement
<p>NSW Self-Assessment Working Document  <a href="https://education.nsw.gov.au/early-childhood-education/whats-happening-in-the-early-childhood-education-sector/news/using-self-assessment-to-enhance-your-assessment---rating-experi">https://education.nsw.gov.au/early-childhood-education/whats-happening-in-the-early-childhood-education-sector/news/using-self-assessment-to-enhance-your-assessment---rating-experi</a></p> <p>Australian Early Development Census</p>



<https://www.aedc.gov.au/>

ACECQA- National Educational Leader posts  
<https://wehearyou.acecqa.gov.au/nel-posts/>