

NSW Department of Education



Self-Assessment

- Working Document



Bland/Temora Family Day Care

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Self-Assessment

This document combines aspects of the ACECQA [Self-Assessment Tool](#) and the NSW Regulatory Authority online Self-Assessment Form.

The National Regulations (regulation 55) require an approved provider to develop a Quality Improvement Plan (QIP) within three months of being granted service approval. This must include:

1. service philosophy
2. assessment of the quality of service practices against the [National Quality Standard](#) (NQS) and the Regulations
3. identification of any areas that require improvement

This document will allow you to reflect on the practices occurring at your service, including your service compliance in accordance with the [National Law and National Regulations](#) and your service quality against the NQS.

Self-assessment and quality improvement are most productive when those involved are open, honest and feel comfortable to be reflective and critical. Effective communication and positive workplace culture will allow everyone the opportunity to participate and have a voice. Having an open and honest approach will also ensure that, when you undergo assessment and rating, your service and staff are in the best position to showcase your service practice.

Self-assessment and quality improvement planning has benefits to service quality when a shared and collaborative process involving all members of the team and the service community occurs.

Service Context Information

Service Details

Service Name	Bland/Temora Family Day Care	Service Approval Number	SE-0006662
Physical Location of Service	Street: 130 Pine Street Suburb: West Wyalong State: NSW Post Code:2671		
Approved Provider Name	Bland Shire Council	Approved Provider Number	PR- 00003502
Nominated Supervisor(s) Name(s)	Sharon Glasgow		

Service Operating Times (Children Services Unit – Coordination Unit)

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Start	08:30am	08:30am	08:30am	08:30am	08:30am		
Finish	17:00pm	17:00pm	17:00pm	17:00pm	17:00pm		
Or 24 Hour							

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Session 1 Start							
Session 1 Finish							
Session 2 Start							
Session 2 Finish							

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Start							
Finish							
Or 24 Hour							

*Bland/Temora
Family Day Care
Philosophy*

Individual programs are established through critical reflections that encompass the children's voices, interests, ideas and strengths.

All children have the right to a quality education, we acknowledge that the health and safety of children is paramount, by providing safeguards within the environment enabling the children to flourish and grow.

We endeavor to provide a stimulating, nurturing, safe and homely environment allowing opportunities to explore, investigate and experiment.

Educators and staff are valued, supported and respected allowing the freedom for each individual to embed their unique flair and creativity.

Relationships with children are nurturing, respectful and unhurried which creates a foundation of friendship and connection.

Families and community members are embraced as active partners within our service, through open communication, collaborating ideas and implementing programs that embodies the communities culture.

Progressive leadership and governance is the foundation for successful relationships enabling the opportunity to share values, capture voices and work as a team for continual growth.

Professional

Listen

Development

Confidential

Natural resources

Wonder

Open ended

Flexible

Time

Inclusive

Guidance

Discover

Decision making

Entrusting

Inviting

Self respect

Confidence

Caring

Sensory

Welcoming

Mindfulness

Free Play

Curiosity

Loving

Bond

Patience

Honest

Happy

Problem Solving

Purposeful

Resilience

Sustainability + Recycling

Inquisitive

Supportive

Quality Area 1: Educational program and practice

The educational program and practice is stimulating, engaging and enhances children's learning and development. In services for children over preschool age, the program nurtures the development of life skills and complements children's experiences, opportunities and relationships at school, at home and in the community.

Quality Area 1 focuses on ensuring that the educational program and practice of educators are child-centred, stimulating and maximise opportunities for enhancing and extending each child's learning and development. It recognises that a quality program that builds on children's individual knowledge, strengths, ideas, culture, abilities and interests is likely to have long-term benefits for children and for the broader society.

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

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

Law and Regulations

Law (S) / Regulation (R)	NQS	Does your service meet legislative requirements?	Compliant / Non-compliant
S168	STD1.1	Is either the Early Years Learning Framework (EYLF) or My Time, Our Place: Framework for School Age Care used to guide the development of the program?	Compliant
R.73	STD1.1	Have you developed a program that contributes to each child's learning and development outcomes outlined by the learning framework?	Compliant
R.75	STD1.3	Is the information about the program displayed in a place at the service that is accessible to parents? Is a copy of the program available for inspection on request: <ul style="list-style-type: none"> at the service for long day care, preschool or outside school hours care, OR at each educator's residence or venue for family day care? 	Compliant

R.74	STD1.3	<p>If you have children who are preschool age or younger, do you document:</p> <ul style="list-style-type: none"> an assessment of each child's development, interests and participation in the program? an assessment of each child's progress towards the program outcomes? <p>If you have school age children, do you document:</p> <ul style="list-style-type: none"> how and why the education program has been developed to support all children to participate in the program. 	Compliant
R.76	STD1.3	<p>If requested, do you provide families with:</p> <ul style="list-style-type: none"> information about the content of the program and service routines and how they operate in relation to their children, including children's participation? a copy of their children's assessment/evaluation documentation? 	Compliant

If you answered 'non-compliant': you are not meeting regulatory requirements and should take immediate steps to rectify this non-compliance. Use the box below to note the relevant Law/Regulation with your action.

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

Record up to five evidence points and/or key practices that are currently occurring at your service. Identify if these practices meet the National Quality Standard.

NOTE: You have already indicated your services compliance with the National Law and Regulations. This evidence should demonstrate key practices that reflect the elements in this National Quality Standard.

Concept	Element ID	Element	Identified evidence and key practices	Confirm
Approved learning framework	ELE1.1.1	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.	<ol style="list-style-type: none"> 1. Educators email families photographs along with short observations and learning outcome link. 2. If a parent is away from home, Educators will text photos to the parent to facilitate keeping in touch. 3. Educators consider children's requests when programming or spontaneous learning. 4. Educators build on environments where children show interest to extend on their learning. 	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
Child-centered	ELE1.1.2	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.	<ol style="list-style-type: none"> 1. We recognise our location's culture and many practices include <ul style="list-style-type: none"> -Sitting at the table for a meal - Farming within the program 2. Educators welcome the inclusion of various cultures into their programs to expand children's knowledge and understanding such as through artwork, song and dance. 3. Where applicable, programs are adapted to be responsive to the individual needs of children. 	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met

			4. Educators care for children in small groups and many have long-term family relationships with their children in care.	
Program learning opportunities	ELE1.1.3	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.	<ol style="list-style-type: none"> 1. Educators adapt resources to meet the needs of children's learning. For example, a blanket is used by one child to care for a doll, another child to wear as a cape and another child to build a fort. All children are using open-ended resources yet learning from their own interests. 2. Educators have their own routines and programs (not set by the Coordination Unit) including their own way of developing routines and programs, writing and communicating these with families. 3. Children's learning experiences have a home-based foundation, where everyday experiences are used as learning opportunities within the program. For example local nature walks, counting and colours through washing line activities, cooking and harvesting vegetable gardens. 4. Educators are present throughout routines, such as meal times, to engage in conversation and build connections with the children. 	<div> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met </div>

Standard 1.2 Educators facilitate and extend each child's learning and development

Record up to five key evidence points and/or practices that are currently occurring at your service. Identify if these practices meet the National Quality Standard.

Concept	Element ID	Element	Identified evidence and key practices	Confirm
Intentional teaching	ELE1.2.1	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.	<ol style="list-style-type: none"> 1. On monitoring visits the Support Officer has witnessed learning environments utilised beyond their basic play purpose, e.g. during water play, weight concepts are introduced as stones, feathers, bottle top lids (etc) are added to establish basic math concepts. 2. The Support Officer provides support to Educators through providing resources and strategies to address particular learning areas and needs. 3. Educators set up their environments so that the varying ages and stages of development are catered for, including resources and furniture. 4. Educators have foundation resources which are familiar and available to children at all times and program additional activities. 5. Educators consider the different ages of children in attendance when programming for each day to ensure safety. 	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
Responsive teaching and scaffolding	ELE1.2.2	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.	<ol style="list-style-type: none"> 1. Recycled materials are used in the environment for learning purposes. 2. Educators incorporate loose parts into their resources. 3. Educators facilitate children to take appropriate risks by communicating with the child and providing the level of support required. 4. Educators know their children and their abilities, 	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met

			therefore are able to assess the appropriate level of risk taking and further encourage children to build confidence and embrace risky play.	
Child directed learning	ELE1.2.3	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.	<ol style="list-style-type: none"> 1. Group times often involve Educators prompting discussion; however children guide the conversation content and where it leads to. 2. Children bring in items from home to share family news such as when home from holidays. 3. Educators follow on from children's requests for activities. 4. Educators encourage children to problem solve and make decisions through play. 5. Children can freely choose activities based on their current interest and Educators use intentionality to further extend the children's knowledge. 	<div> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met </div>

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

Record up to five key evidence points and/or practices that are currently occurring at your service. Identify if these practices meet the National Quality Standard.

NOTE: You have already indicated your services compliance with the National Law and Regulations. This evidence should demonstrate key practices that reflect the elements in this National Quality Standard.

Concept	Element ID	Element	Identified evidence and key practices	Confirm
Assessment and planning cycle	ELE1.3.1	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.	<ol style="list-style-type: none"> 1. The Educational Leader continues to assist an educator with implementing observations and forward planning. 2. The use of the planning cycle diagram is encouraged by the support officer during monitoring visits. 3. Educational Leader monitoring visits and phone calls are used as an opportunity to discuss linking the EYLF and NQS into programming. 4. Learning stories link to EYLF learning outcomes. 	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
Critical reflection	ELE1.3.2	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.	<ol style="list-style-type: none"> 1. Educators are supported to provide inclusive environments and programs. 2. Inclusion support for Educators and families is accessible when required. 3. The Service has a Strategic Inclusion Plan. 4. Annual reviews, quarterly meetings and monitoring visits allow educators the opportunity to discuss, share and offer advice to colleagues. 5. Educators keep a diary which is used for personal reflection and thoughts. 	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
Information for families	ELE1.3.3	Families are informed about the program and their child's progress.	<ol style="list-style-type: none"> 1. All Educators display their program for families to access. This forms part of the monitoring visit checklist. 2. Educators communicate with families verbally during drop off and pick up times along with emails, texts, phone calls and online programming tools. 	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met

			<ol style="list-style-type: none"> 3. The Coordination Unit has a text messaging service, email, online software and facebook. 4. Educators text photographs to families to share part of their child's day. 	
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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
1.3.1	A couple of Educators would like support to alter and enhance their programming and documentation to improve quality.	Supporting Educators not as confident in documentation and programming	M	<ol style="list-style-type: none"> 1. Provide a variety of program templates 2. Source available Professional Development (both via webinar and at staff meetings) 3. Support within the service environment 4. Devise and implement a policy 'Educational Program and Practice' to support and guide Educators. 	Educators feel confident in their practices	October 2023	<p>August 2021 – Educational Program and Practice policy adopted</p> <p>November 2021 – Training sourced from our Harmony Web platform via Zoom at our FDC staff meeting to inform how to use for programming and observations.</p> <p>March 2022 - One on one support with an educator is ongoing. Educator provided with observation ideas and techniques. Continue to encourage deeper documenting and linking.</p> <p>October 2022 – Support Officer recognised a newly qualified educator required support to extend observations and outcomes. Continue to share ideas and resources with educator.</p>

1.1.3	The Educational Leader would like to implement the use of visuals throughout the FDC program and routine to assist children in understanding routines and facilitate choice making.	Educators are confident to use visuals and use them as part of their daily routine.	L	<ol style="list-style-type: none"> 1. Support Officer role modelling the use of visuals at visits. 2. Creating visuals and supplying them to Educators. 3. Support during visits, demonstrating use. 	Educators can identify where visuals can be used within their routines and program and are confident in their use.	April 2023	<p>October 2020 – Visuals given to one Educator and support given within the home.</p> <p>February 2021 – Visuals given to an Educator. Support Officer modelled how to use them.</p> <p>March 2021 – Additional visuals given to Educator.</p> <p>October 2022 – Support Officer demonstrates “key sign words” and visuals during visits and playgroup.</p> <p>January 2023 – During annual reviews, Coordinator and Support Officer suggest the use of visuals for new children attending care to adapt to routine and new surroundings.</p>
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Quality Area 2: Children's health and safety

Every child's health and wellbeing is safeguarded and promoted.

Quality Area 2 reinforces children's right to experience quality education and care in an environment that provides for their health and safety. Educators support this when they promote each child's wellbeing and healthy lifestyle, and support each child's growing competence, confidence and independence.

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

Standard 2.1		Each child's health and physical activity is supported and promoted.
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.
Standard 2.2		Each child is protected.
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.

Law and Regulations

The table below includes the sections of the National Law (S) and National Regulations (R) underpinning Quality Area 2.

Please assess whether your service is compliant or non-compliant in accordance with the [National Law and Regulations](#), relevant to your service type.

Law (S) / Regulation (R)	NQS	Does your service meet legislative requirements?	Compliant / Non-compliant
R.80	STD2.1	Do you display a menu if you provide food at your service?	Not applicable as no Educator provides food
R.89	STD2.1	Do you have sufficient first aid kits? Have you checked that they are fully stocked and removed all out-of-date items?	Compliant
R.77	STD2.1	Is food stored, handled and served safely?	Compliant
R.90-91 R.162	STD2.1	Have you ensured that all educators and families are aware of the medical conditions policy and always follow it?	Compliant
R.88	STD2.1	Have you ensured that all educators and families follow the service's policies and procedures around preventing and dealing with the outbreak of infectious diseases?	Compliant
R.85-87	STD2.1	Have you ensured that all educators follow service procedures in the event of an accident, injury or illness?	Compliant
R.92-96 R.161	STD2.1	Have you ensured that all educators, families and, where applicable, children are aware of the procedure for administering medication and always follow it?	Compliant

NOTE: If a law or regulation is not applicable to your service or service type, you are not required to select whether you are compliant or non-compliant.

R.81/R168(2)(a)(v)	STD2.1	Have you ensured that you meet each child's need for sleep and/or rest?	Compliant
R.78-79	STD2.1	Do you ensure that food and drinks served to children are consistent with your nutrition policy and that children can access water at any time?	Compliant
R.165-166	STD2.2	For a family day care service; have you ensured that all family day care educators follow service procedures about visitors to the residence or family day care venue?	Compliant
R97-98	STD2.2	Have you ensured that plans are developed to manage emergencies and evacuations and are displayed near each exit? Are emergency and evacuation procedures practiced at least every 3 months?	Compliant
R100-102	STD2.2	Have you ensured that all educators follow service procedures in relation to excursions, including obtaining authorisations and conducting appropriate annual risk assessments?	Compliant
R.84/ S162A	STD2.2	Have you ensured that all educators are aware of their child protection responsibilities? Have you ensured that persons in day-to-day charge and nominated supervisors have current child protection training?	Compliant
R.99	STD2.2	Have you ensured that all educators follow service procedures about the delivery and collection of children from the service?	Compliant
R.82-83 R.97 R.103 S.167	STD2.2	Have you ensured that all educators follow service procedures designed to ensure the environment is safe and that children cannot access dangerous items?	Compliant
S165	STD2.2	Have you ensured that educators are supervising children effectively?	Compliant

If you answered 'non-compliant': you are not meeting regulatory requirements and should take immediate steps to rectify this non-compliance. Use the box below to note the relevant Law/Regulation with your action.

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

Record up to five key evidence points and/or practices that are currently occurring at your service. Identify if these practices meet the National Quality Standard.

NOTE: You have already indicated your services compliance with the National Law and Regulations. This evidence should demonstrate key practices that reflect the elements in this National Quality Standard.

Concept	Element ID	Element	Identified evidence and key practices	Confirm
Wellbeing and comfort	ELE2.1.1	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.	<ol style="list-style-type: none"> 1. Educators transition children from a day sleep as required. 2. Cots are placed in quieter areas and mats used for older children. 3. Educators have ongoing communication with families around safe sleep practices. They implement parent requests within the Red Nose Safe Sleep guidelines. 4. The Family Handbook sets out items children require each day. 5. Playgroup group time sessions are programmed to commence with relaxation breaths. 	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
Health practices and procedures	ELE2.1.2	Effective illness and injury management and hygiene practices are promoted and implemented.	<ol style="list-style-type: none"> 1. Information is sent to families on hygiene practices, illness exclusions and physical distancing. 2. Educators conduct first aid kit checks every three months at the time when emergency evacuation drills are held. 3. Medical Management Plans (Asthma & Anaphylaxis) are completed upon enrolment and reviewed every 12 months or as the child's plan change. 4. All Educators participated in online Covid-19 training, continue to follow guidelines and communicate with families. 	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met

			5. Safety checklists are completed daily and prior to Playgroup commencement.	
Healthy lifestyle	ELE2.1.3	Healthy eating and physical activity are promoted and appropriate for each child.	<ol style="list-style-type: none"> 1. An Educator incorporates Munch and Move music into the learning program. 2. An educator extends childrens knowledge through planting, growing, watering and harvesting vegetables at their service. Families are invited to take the vegetables and use at home or in children's lunch boxes. 3. Coordination Unit utilises the CSU Facebook page to promote movement, mindfulness techniques and healthy lifestyle choices. 4. Educators incorporate the safe use of risk into children's play such as the use of ramps and play equipment. 5. Educators are involved and demonstrate enjoyment in physical activity such as kicking balls with children, nature walks, walking with and pushing prams to the park. 	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met

Standard 2.2 Each child is protected

Record up to five key evidence points and/or practices that are currently occurring at your service. Identify if these practices meet the National Quality Standard.

NOTE: You have already indicated your services compliance with the National Law and Regulations. This evidence should demonstrate key practices that reflect the elements in this National Quality Standard.

Concept	Element ID	Element	Identified evidence and key practices	Confirm
Supervision	ELE2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.	<ol style="list-style-type: none"> 1. Educators completed online Red Nose, Safe Sleep Training and will complete a refresher every 12 months as signed in the Annual Educator Agreement. 2. Educators are aware that children are not to be left alone with visitors or other family members. This is supported by service policy, annual educator agreement, newsletter inclusions and spontaneous monitoring visits. 3. An Educator Workplace Safety Audit is conducted annually. 4. The Authorised Nominee Form and Enrolment Form have been updated to individualise the authorisations given. 5. Risk Assessments outline that where there may be a safety concern, that this is discussed with children at a developmentally appropriate level where applicable. 	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
Incident and emergency management	ELE2.2.2	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.	<ol style="list-style-type: none"> 1. The Coordination Unit has supplied each Educator with a wallet sized 'Emergency Services and Coordination Unit Contacts List' to take when out from the service. 2. Educators discuss emergency drills with children and further incorporate this into their learning programs 	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met

			<p>such as by borrowing children's books from the Coordination Unit or craft experiences.</p> <ol style="list-style-type: none"> 3. Risk assessments have been undertaken for potential emergencies/threats for each service. 4. Emergency drill scenarios correlate to the individual Educators' risk assessments (inclusive of potential emergencies). These are documented every 3 months, and sent to the Coordination Unit for approval (incase further support is required). 	
Child protection	ELE2.2.3	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.	<ol style="list-style-type: none"> 1. Each Educator completed Child Protection training (CHCPRT001) either online or during Certificate III qualification, and will complete a refresher every 12-24 months as signed in the Annual Educator Agreement. Any future Educators will be required to complete this training prior to commencing. Each Educator has been provided with a Child Protection kit. 2. A resource list of online and phone services that provide family support has been compiled. This is located in the CSU foyer and community members can access on the CSU website. 3. Both the Coordinator and FDC Support Officer sit on the Bland Shire Council Child Safe Organisation committee. 4. Household Member Handbook includes a section on Child Protection information and responsibilities. 5. The service handbooks outline Educator responsibilities as Mandatory Reporters and advertisements for prospective Educators outline the requirement of a commitment to provide child safe and child friendly practice by all household members. 	<div> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met </div>

Key improvements sought for Quality Area 2

Improvement Plan

Standard / element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
2.2.2	Written communication with families about the service's emergency procedures and plans to manage incidents.	All families are aware of the service procedures in the event of an emergency or incident.	L	<ol style="list-style-type: none"> 1. Review emergency plans and procedures to ensure they are current. 2. Devise an Incident Response Plan for each service in consultation with Educators. 3. Distribute to Educators and families via email. 	All Educators have an updated Incident Response Plan and this has been distributed to families.	July 2021	<p>January 2021 – A CSU Communication Plan.</p> <p>March 2021 – Emergency Plan Policy has been reviewed and sent to Council for endorsement. The Communication Plan has been distributed to Educators. The Incident Response Plan has been drafted and requires further information to be inputted.</p> <p>2023 - Previous Coordinator commenced, current Coordinator and Support Officer are looking into location of document policy.</p>

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Quality Area 3: Physical environment

The physical environment is safe, suitable and provides a rich and diverse range of experiences which promote children's learning and development.

Quality Area 3 of the NQS focuses on the physical environment. The physical environment is critical to:

- contributing to children's wellbeing, creativity and developing independence
- providing a diverse range of experiences that promote children's learning and development
- keeping children safe
- creating/organising spaces to reduce the risk of injury.

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

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

Law and Regulations

The table below includes the sections of the National Law (S) and National Regulations (R) underpinning Quality Area 3.

Please assess whether your service is compliant or non-compliant in accordance with the [National Law and Regulations](#), relevant to your service type.

Law (S) / Regulation (R)	NQS	Does your service meet legislative requirements?	Compliant / Non-compliant
R.116-117 R116 R34(f)(iii)	STD3.1	<p>If you have a family day care service:</p> <ul style="list-style-type: none"> Have you ensured that all educators' residences or approved venues are safe before children are placed in care, and at least annually? Have you ensured that glazed areas of all educators' residences or approved venues meet the required safety standard? Do you require educators to inform you of any alterations or renovations to their premises? For family day care services operating from a venue, have you submitted an application for approval to operate from a venue? 	Compliant
R.103	STD3.1	Have you ensured that the service premises, venue or residence and all equipment and furniture are safe, clean and in good repair?	Compliant
R104-115	STD3.1	<p>Have you ensured the services premises, venue or residence meets all regulatory requirements? For example:</p> <ul style="list-style-type: none"> There is the required amount of unencumbered space for the number of children in attendance at the service Arrangements for dealing with soiled clothes, linen and nappies If you have children who are preschool age or younger, have fencing that prevents them going over, under or through it? Are there appropriate toilet, hand washing and nappy change facilities? Is there space for administrative functions and consultation with families? Is there adequate light, ventilation and shade? 	Compliant

		<ul style="list-style-type: none"> Are all areas of the premises easily supervised? 	
R105	STD3.1	Have you ensured that each child being cared for has access to sufficient furniture, materials and developmentally appropriate equipment suitable for that child?	Compliant
R.113	STD3.2	Have you ensured that children are able to explore and experience the natural environment? For example are there trees, plants and sand?	Compliant

If you answered 'non-compliant': you are not meeting regulatory requirements and should take immediate steps to rectify this non-compliance. Use the box below to note the relevant Law/Regulation with your action.

Standard 3.1: The design and location of the premises is appropriate for the operation of a service

Record up to five key evidence points and/or practices that are currently occurring at your service. Identify if these practices meet the National Quality Standard.

NOTE: You have already indicated your services compliance with the National Law and Regulations. This evidence should demonstrate key practices that reflect the elements in this National Quality Standard.

Concept	Element ID	Element	Identified evidence and key practices	Confirm
Fit for purpose	ELE3.1.1	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.	<ol style="list-style-type: none"> 1. Where Educators' FDC space is separate to the family home, a dedicated safe food preparation space is available within supervision of children. 2. Many Educators have outdoor covered play spaces which can be used in all weather. 3. Where Educators have family members living in the home, the FDC play space has space available which is separate to family living. 4. Environments include age appropriate furniture such as table and chairs for craft/eating alongside normal household furniture. 5. Equipment is used to assist children with household sized facilities, such as steps for toileting and handwashing. 	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
Upkeep	ELE3.1.2	Premises, furniture and equipment are safe, clean and well maintained.	<ol style="list-style-type: none"> 1. Educators conduct a daily indoor/outdoor safety check before opening their service and make record of this. 2. Educator Workplace Safety Audits are conducted by the Coordination Unit annually. 	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met

			<ol style="list-style-type: none"> 3. Spontaneous and planned monitoring visits occur by the Coordination Unit to Educators' homes. 4. Risk assessments for each home have been completed (pets, pools, home environment and potential emergencies), including accessing offsite evacuation points. 5. Educators are required to complete a risk assessment and advice form when carrying out renovations. 	
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Standard 3.2 The service environment is inclusive, promotes competence and supports exploration and play based learning

Record up to five key evidence points and/or practices that are currently occurring at your service. Identify if these practices meet the National Quality Standard.

NOTE: You have already indicated your services compliance with the National Law and Regulations. This evidence should demonstrate key practices that reflect the elements in this National Quality Standard.

Concept	Element ID	Element	Identified evidence and key practices	Confirm
Inclusive environment	ELE3.2.1	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.	<ol style="list-style-type: none"> 1. The Coordination Unit has resources available for borrowing to assist children with behaviour guidance strategies and hand makes visuals for Educators as required. 2. The Coordination Unit offers fortnightly Playgroup in West Wyalong which gives children an opportunity to participate in large groups. 3. Educators set up spaces which facilitate the inclusion of children with additional needs children when enrolled. 4. Educators bring natural resources indoors to set up learning experiences for children. 5. Educators provide spaces and resources for different aged children taking into account the play needs of children. 	<div> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met </div>

Resources support play- based learning	ELE3.2.2	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.	<ol style="list-style-type: none"> 1. Educators have multiple activities available for children to choose from by setting up various play stations. 2. Educators have access to a Toy Library which is located at the Coordination Unit or resources can be delivered. 3. Educators build on their resources over their time in FDC. Monitoring visits notice additions to resources which complement the learning program. 4. Educators use recycled materials to make homemade resources for play. 5. Educators make their own resources to complement intentional teaching. 	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
Environmentally responsible	ELE3.2.3	The service cares for the environment and supports children to become environmentally responsible.	<ol style="list-style-type: none"> 1. Educators take children on local nature walks to build a respect for the natural local environment. 2. Coordination Unit Educator newsletters have included ways to practice sustainability in the FDC home. 3. Educators reuse paper and boxes in children's craft and experiences. 4. An Educator takes used paper to the recycling centre and discusses the collection with children. 5. Op shops are utilised by some educators to purchase recycled materials and products to create homely environments for the children. 	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met

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 service does not have an environmental strategy	An environmental strategy which is understood and achievable by the Coordination Unit and the Educators	L	<ul style="list-style-type: none"> • Research • Developing a set of environmental values • Consultation with Educators and Council • Review 	Achievable embedded environmental practices	Ongoing	2023 – Added to the agenda for the first quarterly meeting.

Quality Area 4: Staffing arrangements

Staffing arrangements create a safe and predictable environment for children and support warm, respectful relationships. Qualified and experienced educators and co-ordinators encourage children's active engagement in the learning program. Positive relationships among educators, co-ordinators and staff members contribute to an environment where children feel emotionally safe, secure and happy.

Quality Area 4 focuses on the provision of qualified and experienced educators who develop warm, respectful relationships with children, create predictable environments and encourage children's active engagement in the learning program. A collaborative and ethical culture where professional standards guide all aspects of practice is critical to a quality service.

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

Quality Area 4: Standards and elements

Standard 4.1		Staffing arrangements enhance children's learning and development.
Organisation of educators	Element 4.1.1	The organisation of educators across the service supports children's learning and development.
Continuity of staff	Element 4.1.2	Every effort is made for children to experience continuity of educators at the service.
Standard 4.2		Management, educators and staff are collaborative, respectful and ethical.
Professional collaboration	Element 4.2.1	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
Professional standards	Element 4.2.2	Professional standards guide practice, interactions and relationships.

Law and Regulations

The table below includes the sections of the National Law (S) and National Regulations (R) underpinning Quality Area 4.

Please assess whether your service is compliant or non-compliant in accordance with the [National Law and Regulations](#), relevant to your service type.

Law (S) / Regulation (R)	NQS	Does your service meet legislative requirements?	Compliant / Non-compliant
R.122-124	STD4.1	Have you ensured that the educator to child ratio is maintained and that only educators working directly with children are included in ratio?	Compliant
R.145-154	STD4.1	Have you ensured that all records relating to staff at the service are maintained and include all of the required information? Including; <ul style="list-style-type: none"> Records for nominated supervisors, each educator, educator assistant, coordinator and staff member, volunteer and student? The name of the educational leader and responsible person? A record of educators working directly with children? A record of access to an early childhood teacher (if required by R.152)? A register of family day care educators (where applicable) including evidence that the educator is adequately monitored and supported by a family day care coordinator while the educator is providing education and care to children ? 	Compliant
R.153 R.154	STD4.1	For family day care services; Have you ensured that you maintain a register of educators, coordinators and assistants?	Compliant
R117A R117B R117C	STD4.1	Have you taken reasonable steps to ensure that the nominated supervisors and person in day-to-day charge has adequate knowledge and understanding of the provision of education and care to children and an ability to effectively supervise and manage an education and care service?	Compliant
R.119 R123A R.127-128 R136 R143A R143B R144	STD4.1	For family day care services;	Compliant

		<ul style="list-style-type: none"> • Have you ensured that all educators and educator assistants are at least 18 years of age? • Have you ensured that all coordinators have an approved diploma level qualification? • Have you ensured that all educators have or are actively working towards an approved certificate III level qualification? • Ensure that all educators and educator assistants hold an approved first aid qualification and have completed an approved training in the management of asthma and anaphylaxis? • How do you ensure each family day care educator engaged by or registered with the service maintains an adequate knowledge and understanding of the provision of education and care to children? • Is there a process in place to ensure serious incidents and complaints are adequately addressed? • Does your FDC Coordinator provide adequate monitoring and support to educators • Have you taken reasonable steps to ensure your educators have adequate knowledge and understanding of the provision of education and care to children? • If you employ educator assistants, • Do you ensure you and the educator assistant comply with the requirements of R.144? 	
R.120 R126 R.129-135	STD4.1	<p>If you are a long day care or preschool or outside school hours care service,</p> <ul style="list-style-type: none"> • Have you ensured that educators who are under 18 years of age do not work alone and are adequately supervised? • Have you ensured that educators required to meet the ratio hold or are actively working towards the qualifications applicable in your state and territory? 	Not applicable to Family Day Care
R.136	STD4.1	Have you ensured that at all times children are in attendance at the service there is at least one person with a first aid qualification available, and at least one person who has completed training in the management of asthma and anaphylaxis?	Compliant
R.123A	STD4.1	<p>For family day care services;</p> <p>Have you ensured that coordinators to educator ratios are maintained?</p>	Compliant

If you answered 'non-compliant': you are not meeting regulatory requirements and should take immediate steps to rectify this non-compliance. Use the box below to note the relevant Law/Regulation with your action.

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

Record up to five key evidence points and/or practices that are currently occurring at your service. Identify if these practices meet the National Quality Standard.

NOTE: You have already indicated your services compliance with the National Law and Regulations. This evidence should demonstrate key practices that reflect the elements in this National Quality Standard.

Concept	Element ID	Element	Identified evidence and key practices	Confirm
Organisation of educators	ELE4.1.1	The organisation of educators across the service supports children's learning and development.	<ol style="list-style-type: none"> 1. As West Wyalong and Temora are small rural towns, the majority of families know their Educator prior to enrolment, forming the basis of relationships and Educator's understanding how individual children will fit into their care group. 2. Where a family does not know an Educator; the age of the child, days and times of care are considered when setting up initial meetings. 3. The FDC Service currently has six educators registered. The Support Officer (Coordinator) has formed strong relationships and offers continual support to individual educators to showcase their full potential. 4. To ensure Educator first aid qualifications are maintained, Coordination Unit calendar reminders are set to alert Coordinators and Educators. 	<div> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met </div>

Continuity of staff	ELE4.1.2	Every effort is made for children to experience continuity of educators at the service.	<ol style="list-style-type: none"> 1. Our Educators have long-standing relationships with the families in their care demonstrated by sibling enrolments. 2. Educators' milestones are celebrated and acknowledged by the Coordination Unit. The service has five long standing educators, with up to 27 years' experience. 3. The Coordination Unit staff and Educators set learning goals through annual performance Reviews. 4. The Coordination Unit has a documented step by step process to guide recruitment and ensure all stages of determining suitable prospective Educators are met. 5. Three booklets providing information to prospective Educators and their household members ensure prospective Educators understand the requirements and business operations they are potentially commencing. 	<div> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met </div>
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Standard 4.2 Management, educators and staff are collaborative, respectful and ethical

Record up to five key evidence points and/or practices that are currently occurring at your service. Identify if these practices meet the National Quality Standard.

NOTE: You have already indicated your services compliance with the National Law and Regulations. This evidence should demonstrate key practices that reflect the elements in this National Quality Standard.

Concept	Element ID	Element	Identified evidence and key practices	Confirm
Professional collaboration	ELE4.2.1	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.	<ol style="list-style-type: none"> 1. Termly staff meetings are held where Educators come together to discuss service matters and share support for one another with the Nominated Supervisor and Support Officer. 2. Playgroups are held fortnightly and are an opportunity for Educators to come together to support one another and share professional information and practices (dependent on age of children and transportation regulations). 3. Educators have formed their own small networks of Educators within the service to offer support to each other. 4. Educators and Coordination unit staff have open communication, seek input and assist each other when making operational decisions. 5. The Coordination Unit frequently attend current and emerging training sessions which is then on trained to the educators. 	<div> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met </div>

Professional standards	ELE4.2.2	Professional standards guide practice, interactions and relationships.	<ol style="list-style-type: none"> 1 A service specific Code of Conduct has been developed to support the Council Code of Conduct. 2 A review of all documentation and practices to ensure adherence to the National Quality Framework continues to take place. 3 The Coordination Unit attends meetings between Educators and families to support both parties. 4 The Educator Handbook contains the service philosophy, position description and the ECA Code of Ethics. 5 Service policies and links to information are available on the service website at www.blandshire.nsw.gov.au 	<div> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met </div>
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Key improvements sought for Quality Area 4

Improvement Plan

Standard / element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
4.2.2	Ensure all Educators are familiar with the Early Childhood Australia Code of Ethics.	Educators practice is guided by the Early Childhood Australia Code of Ethics.	L	<ol style="list-style-type: none"> 1. Provide all Educators with a copy of the Code of Ethics 2. Include the Code of Ethics in the Educator Handbook and Family Handbook 3. Incorporate the Code of Ethics into staff meetings for discussion 4. Incorporate elements of the Code of Ethics into newsletters 	Educators are familiar with the ECA Code of Ethics and incorporate the principles into their practice and discussion.	July 2021	<p>September 2020 – The Code of Ethics is displayed in the Coordination Unit foyer.</p> <p>March 2021 – The ECA Code of Ethics has been attached to the newly updated Educator Handbook. The ECA Code of Ethics has been added to the Resource page of the service website.</p> <p>September 2021 – information included in newsletter to Educators</p> <p>November 2022 – Section of ECA Code of Ethics was included in the Educator's newsletter.</p> <p>November 2022 – ECA Code of Ethic was filed in educator's forms folder for easy referral.</p> <p>February 2023 – Support Officer distributed ECA Code of Ethics poster to an educator to display in playroom.</p>

Quality Area 5: Relationships with children

Relationships that are responsive, respectful and promote children's sense of security and belonging free them to explore the environment and engage in learning.

Quality Area 5 focuses on educators developing responsive, warm, trusting and respectful relationships with children that promote their wellbeing, self-esteem, sense of security and belonging. Relationships of this kind encourage 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

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

Law and Regulations

The table below includes the sections of the National Law (S) and National Regulations (R) underpinning Quality Area 5.

Please assess whether your service is compliant or non-compliant in accordance with the [National Law and Regulations](#), relevant to your service type.

NOTE: If a law or regulation is not applicable to your service or service type, you are not required to select whether you are compliant or non-compliant.

Law (S) / Regulation (R)	NQS	Does your service meet legislative requirements?	Compliant / Non-compliant
R.155	STD5.1	<p>Have you ensured that educators interact with children in a way that;</p> <ul style="list-style-type: none"> • Encourage children to express themselves and their opinions? • Support children to develop self-reliance and self-esteem? • Maintain the dignity and rights of each child? • Provide positive guidance and encourage acceptable behaviour? • Reflect each child's family and cultural values? • Is appropriate for the physical and intellectual development and abilities of each child? 	Compliant
R.156	STD5.2	Have you ensured that the size and composition of each group of children provides them with the opportunity to interact and develop respectful and positive relationships with each other and with educators?	Compliant



If you answered 'non-compliant': you are not meeting regulatory requirements and should take immediate steps to rectify this non-compliance. Use the box below to note the relevant Law/Regulation with your action.

Standard 5.1 Relationships between educators and children.

Record up to five key evidence points and/or practices that are currently occurring at your service. Identify if these practices meet the National Quality Standard.

NOTE: You have already indicated your services compliance with the National Law and Regulations. This evidence should demonstrate key practices that reflect the elements in this National Quality Standard.

Concept	Element ID	Element	Identified evidence and key practices	Confirm
Positive educator to child interactions	ELE5.1.1	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.	<ol style="list-style-type: none"> 1. The Support Officer visits services above requirements, offering educators a chance to debrief and interact. The Support Officer also provides group time and craft activities for the children. 2. Support is given to Educators in completing speech screeners and building Educators' confidence. 3. Through monitoring visits the Coordination Unit witnesses Educators' calm and nurturing nature where children seek the comfort and assistance of Educators. 4. Children look to their Educator to share in their successes, demonstrating a secure relationship. 5. Children often have special names for their Educator which are easy to pronounce and demonstrates their connection. 	<div> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met </div>

Dignity and rights of the child	ELE5.1.2	The dignity and rights of every child are maintained.	<ol style="list-style-type: none"> 1. The United Nations Convention on the Rights of the Child is displayed in the Coordination Unit foyer. 2. Educators understand the responsibility to treat their grandchildren in care the same as all children in care. 3. An Educator is communicating to families that although we are not an ethnically diverse service, each family has a culture and can use different values and practices to identify their culture. 4. The Coordination Unit is recognising Indigenous culture through resources and practices including Acknowledgement of Country at staff meetings, symbols on paperwork, foyer displays and playgroup displays. 	<div>  Met </div> <div>  Not Met </div>
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Standard 5.2 Each child is supported to build and maintain sensitive and responsive relationships

Record up to five key evidence points and/or practices that are currently occurring at your service. Identify if these practices meet the National Quality Standard.

NOTE: You have already indicated your services compliance with the National Law and Regulations. This evidence should demonstrate key practices that reflect the elements in this National Quality Standard.

Concept	Element ID	Element	Identified evidence and key practices	Confirm
Collaborative learning	ELE5.2.1	Children are supported to collaborate, learn from and help each other.	<ol style="list-style-type: none"> 1. Educators visit each other's homes to expand on children's peer group and support one another. 2. Educators are invited to attend Storytime at the local library. 3. During monitoring visits, the Support Officer has witnessed friendly and genuine interactions between children and the Educators family; such as a child reading FDC children a story while they wait for lunch to be prepared, FDC children running and hugging an Educator's partner on arrival and FDC children and an Educator's partner playing ball together. 4. Visuals, such as 'wait' and 'my turn' have been provided to Educators to assist children in building relationships and sharing. 	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
Self-regulation	ELE5.2.2	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to	<ol style="list-style-type: none"> 1. The Support Officer supports Educators to guide children's challenging behaviour through support visits to observe the child and offer strategies, phone calls for support and communication, providing resources such as visuals and follow up conversation. 	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met

		resolve conflicts.	<ol style="list-style-type: none"> 2. The service has built a collaborative relationship with the area Inclusion Professional from the Inclusion Support Agency. 3. The Support Officer attended training offered by a Special Education Teacher and communicating this information with Educators where required. 4. Educators use sensory resources such as sequin cushions, a sleeping bag and boxes. 5. Educators explain emotions and the situation to children and role model appropriate reactions. 	
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Key improvements sought for Quality Area 5

Improvement Plan

Standard / element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
5.1.2	An Educator has identified that service programs could further guide children's understanding of culture and diversity.	Extending children's exposure to different cultures and heritage.	L	<ol style="list-style-type: none"> 1. The Coordination Unit providing numerous ways to support Educators to build their cultural competencies. 2. The Educational Leader supporting Educators on ways to include culture into programming in a respectful way. 3. Providing information to Educators on how to embed everyday practices into learning and routines. 4. Begin conversations with Educators about commencing a Reconciliation Action Plan (RAP). 5. Attendance at locally held events. 6. Forming relationships with the wider community. 	We feel that this should be an ongoing practice to continue learning and building knowledge and skills in and hope to see practices embedded into all programs and professional conversations to reflect cultural competence.	Ongoing	<p>Educator newsletters now include Indigenous symbols.</p> <p>June 2020 – The Educator newsletter included an article on incorporating inclusive Indigenous environments into the program.</p> <p>March 2021 – An Educator has included cultural symbols on their programming.</p> <p>June 2022 – An Educator now includes an acknowledgement to country at the beginning of their group times.</p>

Quality Area 6: Collaborative partnerships with families and communities

Quality Area 6 focuses on supportive, respectful relationships with families which are fundamental to achieving quality outcomes for children. Community partnerships that are based on active communication, consultation and collaboration also contribute to children's inclusion, learning and wellbeing.

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

Standard 6.1			Respectful relationships with families are developed and maintained and families are supported in their parenting role.
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.	
Standard 6.2			Collaborative partnerships enhance children's inclusion, learning and wellbeing.
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.	

Law and Regulations

The table below includes the sections of the National Law (S) and National Regulations (R) underpinning Quality Area 6.

Please assess whether your service is compliant or non-compliant in accordance with the [National Law and Regulations](#), relevant to your service type.

NOTE: If a law or regulation is not applicable to your service or service type, you are not required to select whether you are compliant or non-compliant.

Law (S) / Regulation (R)	NQS	Does your service meet legislative requirements?	Compliant / Non-compliant
R.157	STD6.1	<p>Do you respect the right of parents to enter the service when their child is in attendance unless;</p> <ul style="list-style-type: none">• Allowing the parent to come into the service poses a risk to the safety of children or staff?• Allowing the parent to come into the service would prevent you or educators and staff from carrying out your normal duties, such as supervising children, delivering the program or meeting health and safety needs? or• You reasonably believe that allowing them entry would contravene a court order?	Compliant

If you answered 'non-compliant': you are not meeting regulatory requirements and should take immediate steps to rectify this non-compliance. Use the box below to note the relevant Law/Regulation with your action.

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

Record up to five key evidence points and/or practices that are currently occurring at your service. Identify if these practices meet the National Quality Standard.

NOTE: You have already indicated your services compliance with the National Law and Regulations. This evidence should demonstrate key practices that reflect the elements in this National Quality Standard.

Concept	Element ID	Element	Identified evidence and key practices	Confirm
Engagement with the service	ELE6.1.1	Families are supported from enrolment to be involved in the service and contribute to service decisions.	<ol style="list-style-type: none"> 1. Educators hold initial interviews with families. 2. Where required dependent on how well the child already knows the Educator, orientation visits are offered. 3. Educators are aware if children are attending other services and often support families' enrolment needs around this. 4. Being in small rural towns, Educators are conscious of holding conversations confidentially where otherwise information discussed might not be considered confidential. 5. Families are asked to complete a Child Routine Form on enrolment and changes in routine are communicated as needed. 	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
Parent views are respected	ELE6.1.2	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.	<ol style="list-style-type: none"> 1. Where appropriate, routines follow on from home to the service, e.g. packing away expectations. 2. The culture in our area is farming and Educators share in conversation and experiences with both children and families, incorporating this into the program and spontaneous learning. 3. All Educators feel they have open communication and comfortable relationships with their families. 	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met

			4. Educators provide families with visual and verbal updates of their child's day as events unfold or upon reflection of the day. Eg Text, email etc.	
Families are supported	ELE6.1.3	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.	<ol style="list-style-type: none"> 1. Service website is used for general information and provides contact details and current Star Rating. 2. Facebook and Instagram pages are updated with ongoing current information and upcoming events in the community i.e Service NSW bus visits 3. Family Handbook provides current service information and useful tips for commencing FDC. 4. The Coordinator and support officer attends the local Interagency Meetings which are held to bring together local support services. 5. Policies currently under review are tagged as 'Under Review' on the service website and once endorsed by Council are emailed to families/placed on Facebook for input prior to implementation. 	<div> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met </div>

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

Record up to five key evidence points and/or practices that are currently occurring at your service. Identify if these practices meet the National Quality Standard.

NOTE: You have already indicated your services compliance with the National Law and Regulations. This evidence should demonstrate key practices that reflect the elements in this National Quality Standard.

Concept	Element ID	Element	Identified evidence and key practices	Confirm
Transitions	ELE6.2.1	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.	<ol style="list-style-type: none"> 1. Educators talk with children about the routine for the day and use distraction of a 'special job' to support morning transitions. At the end of the day Educators often talk about something exciting for the child to expect next time they attend. ie going to the park 2. "Transition to Kindergarten" policy adopted in August 2021 to support educators with Preschool aged children. 3. All Educators value the importance of having a daily routine which helps children feel secure, whilst still being flexible. 4. Educators use a programming format that best suits their service and the needs of families. This may include emails, text messages, service displays. 5. Support Officer provides "School Readiness books and activities" for the children and families the year prior to school. 	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
Access and participation	ELE6.2.2	Effective partnerships support children's access, inclusion and participation in the program.	<ol style="list-style-type: none"> 1. The Support Officer has over 11 years' experience supporting children with additional needs. 2. The Coordination Unit has available 'Early Childhood Early Intervention' forms where required. 3. The Coordination Unit has contacts with local speech therapists, occupational therapists and early 	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met

			<p>intervention services.</p> <p>4. The Coordination Unit has formed a professional relationship with Gowrie and the support officer who continues to provide updates around early intervention, training programs and face to face visits to support educators as required.</p>	
Community engagement	ELE6.2.3	The service builds relationships and engages with its local community.	<p>1. The service as a whole produces a display for the local shows in West Wyalong and Temora.</p> <p>2. Collaboration with the local primary schools gives an opportunity for Family Day Care to attend 'Healthy Harold' when age is suitable.</p> <p>3. The service has access to a vast variety of resources held by the Children's Services Unit which support children's learning and understanding of the community.</p> <p>4. All Educators are members of the West Wyalong Toy Library allowing the use of high quality toys and educational equipment.</p>	<p><input checked="" type="checkbox"/> Met</p> <p><input type="checkbox"/> Not Met</p>

Key improvements sought for Quality Area 6

Improvement Plan

Standard / element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
6.1.3	Educator awareness of “Where to Next” for children that present with additional needs or require further support.	Families and children to participate in Early Intervention services within the local community. Accessing Speech therapy, Occupational therapy etc	L	1. Support Officer and Coordinator to build a “contacts” page for educators and families to access services.	Educators feel confident to distribute and liaise with parents about “Where to next” options.	Oct 2023	Met with other service leaders and brain stormed services already utilised.

Quality Area 7: Governance and Leadership

Effective leadership contributes to sustained quality relationships and environments that facilitate children's learning and development. Well documented policies and practices that are developed and regularly evaluated in partnership with educators, co-ordinators, staff members and families contribute to the ethical management of the service. There is a focus on continuous improvement.

Quality Area 7 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.

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

Quality Area 7: Standards and elements

Law and Regulations

The table below includes the sections of the National Law (S) and National Regulations (R) underpinning Quality Area 1.

Please assess whether your service is compliant or non-compliant in accordance with the [National Law and Regulations](#), relevant to your service type.

Law (S) / Regulation (R)	NQS	Does your service meet legislative requirements?	Compliant / Non-compliant
R.118 R.148	STD7.1	Have you ensured that a suitably qualified and experienced individual has been appointed as the educational leader at the service and that this person's name is included in the staff record?	Compliant
R. 174-176	STD7.1	Do you ensure that changes to the operation of the service, serious incidents and complaints which allege a breach of Law or Regulations are reported to the Regulatory Authority?	Compliant
R. 146 R.147 R.154 R163	STD7.1	Have you ensured that, where applicable, records of working with children clearances are kept for <ul style="list-style-type: none"> • The nominated supervisors, educators, coordinators and staff? • Family day care educator assistants? • Adults living in residences used to provide a family day care service? 	Compliant
R.158-162	STD7.1	Have you ensured that all records relating to children at the service are maintained, including enrolment records, excursions, attendance records, health information, records of illness or accident?	Compliant
R.87 R.158-162	STD7.1	Have you ensured that all records relating to children at the service are maintained, including enrolment records, attendance records, health information, records of illness or accident?	Compliant
R.185	STD7.1	Have you ensured that a copy of the Law and Regulations can be accessed by educators, staff, volunteers and families, including those seeking to enrol their child at the service?	Compliant
R.172	STD7.1	Have you ensured that families are informed at least 14 days before changes are made to service policies or procedures that might have a significant impact on them, including changes in fees and the way they are collected?	Compliant

R.168-169 R.170-171	STD7.1	Do you ensure that your policies and procedures are followed? And always available?	Compliant
R.181-184	STD7.1	Have you ensured that records are stored appropriately to ensure confidentiality and are retained for the period indicated in R.183?	Compliant
R.29, R.180	STD7.1	Do you keep information about public liability insurance for your service on the premises?	Compliant
R.92, 99, R.177	STD7.1	Have you ensured that records related to children contain all the required information including authorisations for the administration of medication, medical treatment, the collection of children from the service and excursions?	Compliant
R.165	STD7.2	Have you ensured that records of visitors to a family day care residence or approved venue are maintained?	Compliant
R.55-56 R.31	STD7.2	Have you ensured that your Quality Improvement Plan: <ul style="list-style-type: none"> Contains a statement of the service philosophy? Is reviewed and revised at least annually? 	Compliant

If you answered 'non-compliant': you are not meeting regulatory requirements and should take immediate steps to rectify this non-compliance. Use the box below to note the relevant Law/Regulation with your action.

Standard 7.1 Governance supports the operation of a quality service

Record up to five key evidence points and/or practices that are currently occurring at your service. Identify if these practices meet the National Quality Standard.

NOTE: You have already indicated your services compliance with the National Law and Regulations. This evidence should demonstrate key practices that reflect the elements in this National Quality Standard.

Concept	Element ID	Element	Identified evidence and key practices	Confirm
Service philosophy	ELE7.1.1	A statement of philosophy guides all aspects of the service's operations.	<ol style="list-style-type: none"> 1. The Educator Newsletter is used to communicate topics and information within the service Philosophy. 2. The Philosophy was updated in 2022 to reflect current beliefs and values source from Educators, children and family perspectives. 3. The Philosophy is within the Educator Handbook and all Educators have a copy of this. 4. Educators keep a copy of the Philosophy in the front of their forms folder or displayed for easy reference. 	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
Management systems	ELE7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service.	<ol style="list-style-type: none"> 1. The Coordination unit provides business support, streamlined administration and clear processes, allowing Educators more time with the children. 2. Monitoring Visit Reports have been updated to include further information and prompting during visits. 3. The Educator Register and associated documents have been audited and required updates actioned. 4. The Educator Workplace Safety Audit has been updated. 5. Our online document storing system is password protected. 	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met

Roles and responsibilities	ELE7.1.3	Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the service.	<ol style="list-style-type: none"> 1. The Nominated Supervisor, Support Officer and Educators all have a position description. 2. The FDC Educator Handbook is constantly updated to reflect changes and regulation requirements. 3. The Educator application and induction process is comprehensive; includes various interviews, mentoring and training sessions for support and guidance. 4. Educators have a link to the Regulations and Law on their computer or iPad. This is also on the service website. 	<div> <input checked="" type="checkbox"/> Met </div> <div> <input type="checkbox"/> Not Met </div>

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

Record up to five key evidence points and/or practices that are currently occurring at your service. Identify if these practices meet the National Quality Standard.

NOTE: You have already indicated your services compliance with the National Law and Regulations. This evidence should demonstrate key practices that reflect the elements in this National Quality Standard.

Concept	Element ID	Element	Identified evidence and key practices	Confirm
Continuous improvement	ELE7.2.1	There is an effective self-assessment and quality improvement process in place.	<ol style="list-style-type: none"> 1. The Self Assessment Tool is accessible on the service website. 2. The Nominated Supervisor and Support Officer have a very effective and respectful working relationship, allowing for self-assessment and quality improvement based on communication, critical reflection, research and ongoing improvement. 3. Educators have set specific service goals. 4. Information gained from attending industry network meetings has informed quality improvement as industry knowledge is gained. 	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
Educational leadership	ELE7.2.2	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.	<ol style="list-style-type: none"> 1. The Educational Leader is our Family Day Care Support Officer. This role is supported by the Nominated Supervisor through on going conversations and professional development opportunities. 2. Children Services Unit Educational Leaders hold regular informal conversations and also CSU 	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met

			<p>Educational Leader meetings.</p> <ol style="list-style-type: none"> 3. The Educational Leader spends individual time with each Educator during monitoring visits discussing children's development, programming and documentation. 4. Playgroup is an opportunity for the Educational Leader to support Educators in their program and to also role model. 5. Regular communication, both verbal and written is used to support individual Educators in their program and practice. 	
Development of professionals	ELE7.2.3	Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.	<ol style="list-style-type: none"> 1. Monitoring visits are an opportunity for ongoing monthly feedback and goal setting for Educators. Annual performance reviews provide an opportunity to reflect on practices and guide improvements. 2. FDC Educators are invited to professional development activities held by the Children Services Unit. 3. Educators are sent information via email on upcoming professional development opportunities. 4. The Coordination Unit undergoes performance review with Council management. 5. Email, Facebook, Educator payment advices, Council website and industry publications are used to communicate Educator contribution and achievements. 	<div> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met </div>

Key improvements sought for Quality Area 7

Improvement Plan

Standard / element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
7.2.3	Develop and carry out methods for Educators to provide feedback about the effectiveness of support by the Coordination Unit. Use this process to self-assess and improve on the Coordination Unit's delivery of service.	The Coordination Unit would like feedback and suggestions from Educators to guide service practices and ensure we are meeting the needs of Educators.		<ol style="list-style-type: none"> 1. The Coordination Unit devises and offers a variety of methods for Educators to provide feedback. 2. Discuss methods with Educators which would be comfortable with them to provide feedback. 3. Evaluate methods and feedback received to improve practices. 	A culture is embedded where Educators feels comfortable that the Coordination Unit is very open to suggestions and feedback and that all stakeholders are part of the self-assessment process.	December 2021	<p>Educators are encouraged verbally to provide feedback.</p> <p>September 2020 – Questionnaire included on Educator Resignation Form.</p> <p>October 2020 – Survey included in new Educator recruitment process.</p> <p>July 2021 – Educator Survey given to all Educators. From the Surveys received back, they were very positive.</p> <p>March 2023 – Educator and family survey to ensure service communication is clear and thorough.</p>

Standard / element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
7.2.1	For Educators to have further opportunities to provide evidence based contributions and voice self-values in the Self-Assessment process.	Further input from Educators about their service, belief's, values and practices. Being confident educators who will voice the "why, what and when" for their service.	M	<ol style="list-style-type: none"> 1. Encourage educators to participate in professional development with a focus on Self-Assessment. 2. Document any evidence they feel is an important practice in their service. 3. Provided opportunities during staff meetings to capture/update SAT Educators ideas, accomplishments and goals. 4. Coordination Unit to mentor Educators and provide a "safe space" for non judgement ie No question is a silly question. 	Educators are confident to offer more input, provide evidence and speak freely about the importance of FDC and their goals.	Ongoing	March 2023 – Educators given a copy of the SAT to read, review and make comment.

Declaration

Self-assessment and quality improvement planning has benefits to service quality when a shared and collaborative process involving all members of the team and the service community occurs. Please provide details of those who have been involved in this self-assessment.

Involved Persons	Confirm
Nominated Supervisor(s)	<input checked="" type="checkbox"/>
Service Leaders and management	<input checked="" type="checkbox"/>
Coordinator(s)	<input checked="" type="checkbox"/>
Educational Leader(s)	<input checked="" type="checkbox"/>
Educators	<input checked="" type="checkbox"/>
Other service staff	<input checked="" type="checkbox"/>
Children	<input type="checkbox"/>
Families	<input checked="" type="checkbox"/>
School	<input type="checkbox"/>
Broader Service Community representative	<input type="checkbox"/>
Others	<input type="checkbox"/>
I confirm the information provided is a true, complete and accurate reflection of our service practice	<input checked="" type="checkbox"/>