

Rating Outcome Summary

Service Name	UOW Pulse Children's Services - Kids Uni CBD
Service Approval Number	SE-00009422
Provider Name	UOW Pulse LTD
Provider Approval Number	PR-00004055
Assessment & Rating Number	ASR-00041433
Assessment Type	Full Assessment and Rating
Assessment Visit Date(s)	05/10/2023 to 09/10/2023
Assessment Officer	Alison Davis
Endorsed By	Sarah Hunter
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"

Overall Rating Summary

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

Overall Summary Comments

Your service is commended on its achievements in providing quality outcomes for children. In particular, taking a planned and reflective approach to assessment and planning, developing safe, inclusive environments that support exploration and play based learning, supportive and responsive relationships with children, a positive organisational culture and professional learning community, and effective leadership, demonstrates the commitment to quality by educators at your service. It is recommended that the management and educators continue to reflect on these practices, maintain the quality outcomes evident during this assessment and rating process and consider the Quality Improvement Planning Notes throughout this report to build on its achievements.

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 NQS
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STANDARD 1.1	Analysis Notes
<p>Educators work collaboratively with the educational leader and pedagogical support teacher to make curriculum decisions to consistently develop and implement a purposeful and responsive educational program and ensure each child's learning is maximised. Educational practice strongly connects to the service philosophy and consistently demonstrates a strong commitment to principles and practices of the Early Years Learning Framework. Curriculum approach is understood and demonstrated by all educators, which is informed by current recognised guidance and critical reflection that considers early childhood theorists. Practice reflects a strong commitment to meaningful, regular engagement with families and community, to ensure each child's knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program, promoting strong connections between each child's learning environments. Curriculum draws on inspiration from the geographical, cultural and community context of the service.</p>	

STANDARD 1.2	Educators facilitate and extend each child's learning and development.
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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.	Yes
Theme 3	Practice is shaped by meaningful engagement with families and/or community.	Yes

1.2	Educators facilitate and extend each child's learning and development.	Exceeding NQS
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STANDARD 1.2	Analysis Notes
	<p>Educators are consistently deliberate, purposeful, and thoughtful in their decisions and actions. Educators respectfully respond to each child's ideas and play, considering each child's interests and dispositions for learning, and consistently make use of 'teachable moments' to extend children's learning, and provide opportunities to support children's agency in a flexible and open ended learning environment. Management stimulate a deep level of engagement with educators to critically reflect on ways to strengthen practice and modify the curriculum to facilitate and extend children's learning and development. This is based on robust discussion, current research and theorists. Educators actively seek out the voices, views and perspectives of children throughout the day, and welcome, respect and draw on priorities and strengths of both children and families. Educational practice approach reflects the unique geographical, cultural and community context of the service.</p>

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

1.3	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.	Exceeding NQS
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STANDARD 1.3	Analysis Notes
	<p>A cycle of planning is clearly evident and includes observation, documentation, planning, implementation and reflection. Educator practices are strongly informed by the service's philosophy, current recognised guidance and theoretical influences. Educators consistently work collaboratively across the service to assess and evaluate learning as part of an ongoing assessment and planning cycle that drives the development of the program and enhances each child's learning and development. Critical reflection is used by all educators as an ongoing process to modify the curriculum and their approach to assessment and planning. Information about the program, and children's participation is consistently accessible and understandable for families. Educators engage consistently, meaningfully and respectfully with children and families, informing and reflecting on the program and each child's participation and development, ensuring practice is tailored and responsive to the needs of the children and families.</p>

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.	Exceeding 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
Quality Area 1 RATING		Exceeding NQS

Quality Improvement Plan notes (optional)
<p>To enhance commitment to this area, the service may wish to consider:</p> <ul style="list-style-type: none"> - Maintaining the strong commitment demonstrated in ensuring that the educational program and practice of educators is child centred, stimulating and maximises opportunities for enhancing and extending on each child's learning and development - Maintaining the planned and reflective approach to implementing the educational program by using the planning cycle and continuing to engage in critical reflection to improve program and practice - Maintaining the strong connection between educational practice, philosophical and theoretical influences

- Exploring further ways to actively seek out voices, perspectives, priorities and strengths of children and families to shape practice.

Suggested Resources for Improvement

Aboriginal and Torres Strait Islander inclusive program

National Centre for Australian Children's Literature (NCACL) in conjunction with the Commonwealth Department of Education: Children's books by and about Aboriginal and Torres Strait Islander People - Database

<https://mailchi.mp/807f360730f1/childrens-books-and-teaching-resources>

Australian Institute for Teaching and School Leadership: Teaching an Indigenous language at preschool

<https://www.aitsl.edu.au/tools-resources/resource/teaching-an-indigenous-language-in-preschool-illustration-of-practice>

NSW Department of Education: For All Children - Embedding cultural diversity in early childhood education

<https://education.nsw.gov.au/early-childhood-education/leadership/news/for-all-children>

Indigenous X: 8 things you should know when teaching Indigenous culture

<https://indigenousx.com.au/8-things-you-should-know-when-teaching-indigenous-culture/>

Early Learning Languages Australia (ELLA): A digital play based language learning program for preschool children.

<https://www.ella.edu.au/>

CELA: Active citizens with extraordinary ideas - positioning children as equal partners in pedagogical decisions

<https://www.cela.org.au/publications/amplify!-blog/september-2021/active-citizens-with-extraordinary-ideas>

Evidence for Learning: Communicating with parents (for educators)

<https://evidenceforlearning.org.au/assets/ECE/Communicating-with-parents.pdf>

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.	Yes
Theme 3	Practice is shaped by meaningful engagement with families and/or community.	Yes

2.1	Each child's health and physical activity is supported and promoted.	Exceeding NQS
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STANDARD 2.1	Analysis Notes
<p>Educators demonstrate a deep understanding of standards, concepts and elements that contribute to high quality practice at all times. Educators manage and support children's health and medical needs in line with recognised guidelines. Critical reflection supports the service to make changes to practices, policies and procedures where opportunities to strengthen approach is identified. Information gathered from families and community influences changes to policies and procedures. The service is involved in collaborative initiatives with health professionals to further enhance health outcomes for children. The service draws inspiration from the unique environment cultural and community context.</p>	

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.	Yes
Theme 3	Practice is shaped by meaningful engagement with families and/or community.	Yes

2.2	Each child is protected	Exceeding NQS
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STANDARD 2.2	Analysis Notes
	<p>The service approach to children's safety reflects current recognised guidance, and demonstrates a strong commitment to priorities, principles and practices of the Early Years Learning Framework, and the service philosophy. Educators are attuned to the needs of children and safety and work together to ensure all areas used by children are effectively supervised. Educators individually and systematically reflect on practices to support children's safety and identify opportunities to further support and promote children's safety. Educators work together to ensure all areas used by children are effectively supervised and systems are in place to identify, assess and manage hazards. Effective plans are in place to manage incidents and emergencies and have been reviewed in consultation with relevant authorities and practiced regularly. Educators consistently demonstrate awareness of their roles and responsibilities in child protection, and actively raise awareness of issues impacting on children's safety including child protection. The ongoing commitment to children's safety influences the design and delivery of the educational program, and is informed by meaningful and ongoing partnerships with the broader community.</p>

Quality Area 2: Ratings Summary

STANDARD 2.1	Each child's health and physical activity is supported and promoted.	Exceeding NQS
STANDARD 2.2	Each child is protected	Exceeding 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
Quality Area 2 RATING		Exceeding NQS

Quality Improvement Plan notes (optional)
<p>To enhance commitment to this area, the service may consider:</p> <ul style="list-style-type: none"> - Ensuring physical activity builds on children's interests and development and is embedded in all aspects of the program - Exploring further ways to consistently and actively promote healthy eating and physical activity with children and families - Maintaining partnerships with families and the broader community to actively raise awareness of issues impacting on children's health and safety - Maintaining links and continuing to work in collaboration with other community organisations to achieve best outcomes for children and families using the service.

Suggested Resources for Improvement

Australian Childhood Foundation: Responding to trauma (free training)

https://professionals.childhood.org.au/training-development/course-details-private/?course_id=95746&course_type=w

Aboriginal and Torres Strait Islander engagement

Emerging minds: Frameworks for understanding Aboriginal and Torres Strait Islander approaches to health

<https://emergingminds.com.au/resources/frameworks-for-understanding-aboriginal-approaches-to-health/>

CELA: How heavy work can help preschoolers with regulation

<https://www.cela.org.au/2021/04/13/help-preschoolers-regulation/>

CELA: Schemas and fundamental motor skills

<https://www.cela.org.au/2018/10/15/exploring-schema-to-develop-fundamental-movement-skills/>

ABC: Tiny tasters - Practice what you preach

<https://www.abc.net.au/radionational/programs/lifematters/tiny-tasters-practice-what-you-preach/101525448>

ACECQA: Sleep and rest legislative requirements

<https://www.acecqa.gov.au/resources/supporting-materials/infosheet/safe-sleep-and-rest-practices>

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

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

3.1	The design of the facilities is appropriate for the operation of a service.	Exceeding NQS
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STANDARD 3.1	Analysis Notes
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Environments are safe, clean, well maintained, and consistently align with the service philosophy, , and demonstrates a strong commitment to the principles and practices of the Early Years Learning Framework. Environments are safe and predictable, and positively support children's interactions with space, material and each other. Educators reflect individually and together on the design of the environment and consider opportunities to make changes and strengthen inclusion and participation, and enhance children's safety, learning and development outcomes. Opportunities for input by children, educators and collaboration with family and community partners is built into the service approach to designing and making changes. The geographical, cultural and community context is reflected throughout the physical environment.

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

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

3.2	The service environment is inclusive, promotes competence and supports exploration and play-based learning.	Exceeding NQS
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STANDARD 3.2	Analysis Notes
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Environments support safe and inclusive access for all children and promote each child's engagement in play and learning. The service's approach to organising inclusive, play based learning environments, engaging in sustainable practices and supporting environments responsibly reflects the service's philosophy, and the diverse cultures of the broader community including First Nations People. Children actively engage in child directed learning experiences that demonstrate environmental awareness and responsibility, including excursions that utilise community environments and support child directed exploration and discovery. The service collaborates with family and community partners to design indoor and outdoor spaces that are inclusive and reflect the geographical, cultural and community context of the service.

Quality Area 3: Ratings Summary

STANDARD 3.1	The design of the facilities is appropriate for the operation of a service.	Exceeding NQS
STANDARD 3.2	The service environment is inclusive, promotes competence and supports exploration and play-based learning.	Exceeding NQS
<p>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.</p>		No
Provide Significant Improvement Required comments if 'YES' was selected above:		N/A
Quality Area 3 RATING		Exceeding NQS

Quality Improvement Plan notes (optional)
<p>To enhance commitment to this area, the service may consider:</p> <ul style="list-style-type: none"> - Continuing to positively support the children's interaction with space, materials and each other - Continuing to ensure there is a flexible and stimulating learning environment that enhances each child's learning and development - Continuing to engage all educators in critical reflection to make decisions about practice - Exploring further ways to draw on the voices, priorities and strengths of children and families to shape practice - Exploring further ways to promote and strengthen the awareness and respect for the environment with children, families and the community.

Suggested Resources for Improvement

Nature Play Queensland: Start your journey with nature play

<https://www.natureplay.org.au/>

Environment as the Third Teacher

ACECQA: The environment as the third teacher

https://www.acecqa.gov.au/sites/default/files/2018-04/QA3_TheEnvironmentAsTheThirdTeacher.pdf

Thinking About Practice - Outdoor Environment

CELA: No way will a snow day stop the play

<https://www.cela.org.au/publications/amplify!-blog/aug-2018/snow-day>

George the Farmer: Connecting children to the earth, food and farm (Paddock to Plate) - Curriculum resources

<https://www.georgethefarmer.com.au/#teachers>

Junior Landcare: Teaching and learning programs, resources, grants and news

<https://juniorlandcare.org.au/>

Quality Area 4: Staffing arrangements

STANDARD 4.1	Staffing arrangements enhance children's learning and development.
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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.	Yes
Theme 3	Practice is shaped by meaningful engagement with families and/or community.	Yes

4.1	Staffing arrangements enhance children's learning and development.	Exceeding NQS
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STANDARD 4.1	Analysis Notes
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Educators demonstrate a deep understanding of standards, concepts and elements and commitment to high quality practice at all times. Staffing arrangements are purposefully considered at all times to ensure familiarity and continuity for children and families. The organisation of educators consistently supports all children to participate fully in the program with many opportunities for children to have one to one interaction with educators, and consistently enables meaningful engagement with children, families and one another to deliver a high-quality education and care program. The service's approach to the organisation and continuity of educators reflects robust debate and discussion, is informed by educators' qualifications, priorities and strengths, and family input. The team reflects together on opportunities to further enhance children's learning and development.

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

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

4.2	Management, educators and staff are collaborative, respectful and ethical.	Exceeding NQS
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STANDARD 4.2	Analysis Notes
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Educators consistently uphold professional standards and ethics. Practice is informed by current recognised guidance and the team reflect together on the application of professional standards and ethics. The atmosphere is calm and positive, and educators consistently demonstrate a high level of respect and dignity for one another. Educators share tasks and responsibilities, and their strengths and skills are acknowledged and utilised within the service. Educators and management work collaboratively, and effective processes are in place to enable educators to reflect and contribute to strengthening practice, interactions and relationships. Educators demonstrate a commitment to the service philosophy and high quality practice at all times. Educators maintain relationships with families and community that include the exchange of ideas and best practice. A lively culture of professional inquiry is established and reflects the geographical, cultural and community context.

Quality Area 4: Ratings Summary

STANDARD 4.1	Staffing arrangements enhance children's learning and development.	Exceeding NQS
STANDARD 4.2	Management, educators and staff are collaborative, respectful and ethical.	Exceeding 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
Quality Area 4 RATING		Exceeding NQS

Quality Improvement Plan notes (optional)
<p>To build on achievements in this area, the service may consider:</p> <ul style="list-style-type: none"> - Continuing to involve all educators in a lively culture of professional inquiry and continue to build on the strengths of each other's knowledge - Continuing to facilitate opportunities to support educators to reflect collaboratively on pedagogical knowledge and curriculum delivery - Maintaining and building on relationships with families and community that includes the exchange of ideas and best practice - Consistently involving all staff members, families and members of the community to inform decisions in regard to ethical issues that emerge within the service environment - Continuing to identify and implement opportunities to strengthen ethical practice.

Suggested Resources for Improvement

Exceeding Case Study - Standard 4.1

ACECQA: Staffing arrangements enhance children's learning and development - Case study

<https://www.acecqa.gov.au/assessment/exceeding-nqs/qa4/standard-41-staffing-arrangements-case-study-1>

NSW Department of Education: Supporting educator wellbeing to enhance children's learning and development

<https://education.nsw.gov.au/early-childhood-education/leadership/news/supporting-educator-wellbeing>

Building Professional Standards

Early Childhood Australia: Podcast Series

<https://podcasters.spotify.com/pod/show/early-childhood-aus>

National Quality Framework

ACECQA: National Quality Framework professional development eLearning modules

<https://www.acecqa.gov.au/national-quality-framework/national-quality-framework-nqf-elearning-modules>

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

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

5.1	Respectful and equitable relationships are maintained with each child.	Exceeding NQS
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STANDARD 5.1	Analysis Notes
<p>Educators' interactions with all children consistently reflect a deep commitment to building and maintaining respectful and equitable relationships, ensuring dignity, rights, cultures and best interests are upheld. Educators' practices are informed by current recognised guidance and consistently align with the principles and practices of the Early Years Learning Framework and the service philosophy. Educators demonstrate self awareness and are purposeful. Educators reflect together to consider and challenge stereotypes and biases in promoting and maintaining a culture of inclusiveness and belonging. The service's approach to respectful and equitable relationships is strengthened by meaningful relationships with families and community.</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

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

5.2	Each child is supported to build and maintain sensitive and responsive relationships.	Exceeding NQS
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STANDARD 5.2	Analysis Notes
	<p>Educators create supportive environments that enable all children to collaborate, learn from and help each other, and confidently and effectively facilitate cooperative and collaborative learning. Educators consistently demonstrate self awareness of theoretical perspectives and current recognised guidance that influence pedagogy and practice. Their approach to supporting children to build and maintain sensitive and responsive relationships aligns with the principles and practices of the Early Years Learning Framework and the service philosophy, and encourages children to broaden their perspective, appreciate diverse views, and to respond appropriately to the behaviour of others. Educators demonstrate a consistent approach to behaviour guidance and support children to develop the skills, dispositions and understandings they need to interact sensitively and emphatically with others, through clear role modelling. Educators collaborate with families and community to tailor approaches in supporting children to build and maintain sensitive and responsive relationships.</p>

Quality Area 5: Ratings Summary

STANDARD 5.1	Respectful and equitable relationships are maintained with each child.	Exceeding NQS
STANDARD 5.2	Each child is supported to build and maintain sensitive and responsive relationships.	Exceeding 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
Quality Area 5 RATING		Exceeding NQS

Quality Improvement Plan notes (optional)
<p>To enhance commitment to this area, the service may consider:</p> <ul style="list-style-type: none"> - Continuing to engage children in collaborative projects that involve research, planning, problem solving and shared decision making - Continuing to examine how educators reflect on how they support the dignity and rights of all children and what this looks like in practice - Exploring further ways to meaningfully engage with families and community to inform and shape practice - Further enhancing educators' skills in guiding children's behaviour - Continuing to promote and maintain a culture of inclusiveness.

Suggested Resources for Improvement

Gender diversity

Be you: Gender diversity

<https://beyou.edu.au/stories/implementation-support/gender-diversity>

Women's Health East: No limitations - Breaking down gender stereotypes in the early years

<https://whe.org.au/what-we-do/gender-equity-for-health-outcomes/no-limitations-gender-stereotypes-early-years/>

Social Justice and Combating Prejudice

Australian Human Rights Commission: Building belonging - A toolkit for early childhood educators on cultural diversity and responding to prejudice

<http://www.humanrights.gov.au/building-belonging-toolkit-early-childhood-educators-cultural-diversity-and-responding-prejudice>

NSW Department of Education: Relationships with children in early childhood practice - Enduring foundations and responses to a volatile world.

<https://education.nsw.gov.au/early-childhood-education/leadership/news/relationships-with-children-in-ece>

Quality Area 6: Collaborative partnerships with families and communities

STANDARD 6.1	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
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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.	Yes
Theme 3	Practice is shaped by meaningful engagement with families and/or community.	Yes

6.1	Respectful relationships with families are developed and maintained and families are supported in their parenting role.	Exceeding NQS
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STANDARD 6.1	Analysis Notes
<p>Educators and management engage collaboratively and respectfully from enrolment and orientation to learn about families' expertise, culture, values, beliefs and priorities for children's learning. The service's approach to building respectful and supportive relationships with families demonstrates a strong commitment to the principles, practices of the Early Years Learning Framework, and aligns with the service philosophy. Families have access to comprehensive, current and accessible information about the service and relevant community services and resources. Educators refer to current recognised guidance to consider alternate ways of engaging with families and supporting their participation. Educators continuously draw on the knowledge of each family and provide opportunities for them to communicate their preferred communication methods, provide feedback, share ideas and contribute to the program and service operations, in ways that celebrate their beliefs and culture.</p>	

STANDARD 6.2	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
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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.	Yes
Theme 3	Practice is shaped by meaningful engagement with families and/or community.	Yes

6.2	Collaborative partnerships enhance children's inclusion, learning and wellbeing.	Exceeding NQS
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STANDARD 6.2	Analysis Notes
	<p>The service's approach to building and maintaining collaborative partnerships with community displays a strong commitment to the principles and practices of the Early Years Learning Framework and aligns with the service philosophy. Purposeful consideration is made to strengthen the services' approach to enhancing children's inclusion, learning and well being, and raising awareness of and cultivating deep respect for Aboriginal and Torres Strait Islander Peoples. Educators consistently provide experiences to support children's understanding of community, that incorporates diversity and inclusion. Educators systematically promote continuity of learning and transitions for each child by sharing relevant information with relevant stakeholders. The service demonstrates a strong commitment to building and sustaining reciprocal relationships with community groups, including mutually beneficial partnerships that make connection with local Elders.</p>

Quality Area 6: Ratings Summary

STANDARD 6.1	Respectful relationships with families are developed and maintained and families are supported in their parenting role.	Exceeding NQS
STANDARD 6.2	Collaborative partnerships enhance children's inclusion, learning and wellbeing.	Exceeding 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
Quality Area 6 RATING		Exceeding NQS

Quality Improvement Plan notes (optional)
<p>To enhance commitment to this area, the service may wish to consider:</p> <ul style="list-style-type: none"> - Continuing to encourage families to contribute to service activities and to their child's experiences in ways that are meaningful for them - Continuing to build on its links, share information, and work in collaboration with other community organisations to achieve best outcomes for children and families using the service - Continuing to strengthen children's connection with and understanding of their community - Continuing on the journey of exploring information about the local Aboriginal and Torres Strait Islander community which can be embedded into the program, promoted and shared with families -Further exploring social justice and equity implications in interactions and relationships.

Suggested Resources for Improvement

CELA: Tips for communicating with families during difficult times

<https://www.cela.org.au/publications/amplify!-blog/july-2021/tips-for-communicating-with-families>

Raising Children Network: Effective communication with parents and carers: for professionals

<https://raisingchildren.net.au/for-professionals/working-with-parents/communicating-with-parents/communication-with-parents>

Early Childhood Australia and Rainbow Families: Beyond the rainbow - Making a difference for all families webinar

<https://360.articulate.com/review/content/dc9745e9-80ab-4168-811c-fb11451288e9/review>

Partnerships to support Aboriginal and Torres Strait Islanders

CELA: Demonstrating Respect for Country

<https://www.cela.org.au/publications/amplify!-blog/nov-2020/demonstrating-respect-for-country>

ACECQA: Embedding culture in sustainable ways

<https://www.acecqa.gov.au/latest-news/blog/embedding-culture-sustainable-ways>

Cultural Competence

Aboriginal and Torres Strait Islander children's cultural needs (SNAICC)

<https://www.snaicc.org.au/wp-content/uploads/2015/12/02932.pdf>

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

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

7.1	Governance supports the operation of a quality service.	Exceeding NQS
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STANDARD 7.1	Analysis Notes
<p>The guiding principles of the National Law are reflected in and consistently enacted through the philosophy, which is clearly evident in everyday practices. Well established governance arrangements and administrative systems consistently support service operations. Management engage families, and support and enable the team to provide feedback to review systems, philosophy, policies and procedures. Management are responsive to current trends and feedback identified through risk management and quality improvement processes, to strengthen governance and admin systems.</p>	

STANDARD 7.2	Effective leadership builds and promotes a positive organisational culture and professional learning community.
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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.	Yes
Theme 2	Practice is informed by critical reflection.	Yes
Theme 3	Practice is shaped by meaningful engagement with families and/or community.	Yes

7.2	Effective leadership builds and promotes a positive organisational culture and professional learning community.	Exceeding NQS
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STANDARD 7.2	Analysis Notes
	<p>Effective leadership consistently enables the establishment and maintenance of a positive organisational culture and professional learning community that includes the opportunity for career progression. Educators work collaboratively together and with the educational leader to consistently deliver an educational program that sets clear and high expectations for each child's learning. The leadership team actively and regularly reflect on service quality improvement processes and welcomes, reflects and draws on the voices, priorities and strengths of the children and families at the service. The service has community partnerships that consistently strengthen and support continuous improvement, enhancing outcomes for children and families.</p>

Quality Area 7: Ratings Summary

STANDARD 7.1	Governance supports the operation of a quality service.	Exceeding NQS
STANDARD 7.2	Effective leadership builds and promotes a positive organisational culture and professional learning community.	Exceeding NQS
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.		No
Provide Significant Improvement Required comments if 'YES' was selected above:		N/A
Quality Area 7 RATING		Exceeding NQS

Quality Improvement Plan notes (optional)
To enhance commitment to this area, the service may wish to consider: <ul style="list-style-type: none"> - Continuing to support all staff members to continually build professional knowledge, reflect on practice and generate new ideas - Continuing to build on ways of engaging children, educators and families in quality improvement processes - Maintaining and building on a culture of ongoing reflection and self-review.

Suggested Resources for Improvement
Reconciliation Australia: Inclusive policies https://www.youtube.com/watch?v=goZcH5oT5dY
ACECQA: Key NQF changes for centre-based services from 1 July 2023 https://www.acecqa.gov.au/sites/default/files/2023-04/Information%20sheet%20-%20Key%20changes%20for%20centre-based%20services%20from%20July%202023.pdf

Children in QIP

CELA: Involving children in quality improvement planning

<https://www.cela.org.au/publications/amplify!-blog/oct-2020/quality-improvement-planning>

ACECQA: Using your assessment and rating report to support quality improvement

<https://www.acecqa.gov.au/sites/default/files/2022-01/Infosheet-UsingYourAnRReportToSupportQuality.PDF>

Narragunnawali: Consultative quality improvement plan

<https://www.narragunnawali.org.au/professional-learning/48/consultative-quality-improvement-plan-reconciliation-focus>

KU Children's Services: Provoking minds - An early childhood podcast

<https://www.ku.com.au/professional-development/provoking-minds-podcast>

NSW Department of Education: NSW Self-Assessment Working Document

<https://education.nsw.gov.au/content/dam/main-education/early-childhood-education/operating-an-early-childhood-education-service/media/documents/regulation-assessment-rating/self-assessment-working-document.pdf>

NSW Department of Education, Continuous Improvement Team

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Excellent Rating

ACECQA: Excellent rating application guidelines

<https://www.acecqa.gov.au/sites/default/files/2021-09/GuidelinesForApplicantsExcellentRating.pdf>

ACECQA: The excellent rating - Information and voices from the sector

<https://www.acecqa.gov.au/assessment/excellent-rating>

