

Quality Area 1

EDUCATIONAL PROGRAM AND PRACTICE

AIM OF QUALITY AREA 1

Is to ensure that the educational program and practice is stimulating and engaging, and enhances children's learning and development. In school age care services, the program nurtures the development of life skills and complements children's experiences, opportunities and relationships at school, at home and in the community.



WHAT ARE WE EXCEEDING AT?

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

We have embedded a culture where educators guide and enhance each child's learning journey. Our educators are intentional and considerate in every step they take. They skillfully build upon children's ideas and play, encouraging deeper exploration through thought-provoking questions, meaningful interactions, and constructive feedback.

WHAT DO WE WANT TO IMPROVE?

1.1.2 - Child centred

Our goal is to harness each child's curiosity, knowledge, strengths, and cultural background to craft a personalized learning journey tailored to their unique abilities and interests.



Quality Area 2

CHILDREN'S HEALTH AND SAFETY

AIM OF QUALITY AREA 2

The aim of Quality Area 2 under the National Quality Standard is to safeguard and promote children's health and safety, minimise risks and protect children from harm, injury and infection. All children have the right to experience quality education and care in an environment that provides for their physical and psychological wellbeing and provides support for each child's growing competence, confidence and independence.

National Quality Standard Quality Area

children's health and safety

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WHAT ARE WE EXCEEDING AT?

2.2: Safety - Each child is protected.

We have embedded comprehensive safety measures to protect each child. We conduct daily and regular safety checks, secure dangerous products, and comply with OH&S standards. Educators actively supervise activities, plan safe excursions, and maintain proper child-staff ratios. Emergency procedures are regularly practiced with local support. Educators are trained in child protection legislation, ensuring a safe and supportive environment.

WHAT DO WE WANT TO IMPROVE?

2.1.1 - Wellbeing and comfort

Our goal is to create a nurturing and inclusive environment where each child's wellbeing and comfort are prioritized, by understanding that each one relaxes and self regulates in their own way.



Quality Area 3

PHYSICAL ENVIRONMENT

AIM OF QUALITY AREA 3

The aim of Quality Area 3 under the National Quality Standard is to ensure that the physical environment is safe, suitable and provides a rich and diverse range of experiences that promote children's learning and development. The way that the environment is designed, equipped and organised determines the way that the space and resources are used and has the potential to maximise children's engagement and level of positive experience and inclusive relationships.

National Quality Standard Quality Area

physical environment

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Welcoming indoor and outdoor spaces enable children to play, learn and develop their knowledge and skills.

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WHAT ARE WE EXCEEDING AT?

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

We have embedded environments that offer both quiet and active learning opportunities for individual and group experiences. Our preschool's facilities are meticulously designed to support our service operations and provide optimal learning environments for all children. We regularly rearrange our flexible learning areas to stimulate play experiences.

WHAT DO WE WANT TO IMPROVE?

3.2.1 - Inclusive environment

Our goal is to set up indoor and outdoor spaces with resources so that every child can join in and have fun in both natural and man-made areas.



Quality Area 4

STAFFING ARRANGEMENTS

AIM OF QUALITY AREA 4

The aim of Quality Area 4 under the National Quality Standard is to ensure the provision of qualified and experienced educators, coordinators and nominated supervisors who are able to develop warm, respectful relationships with children, create safe and predictable environments and encourage children's active engagement in the learning program.

National Quality Standard Quality Area

staffing arrangements

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Children's learning and development is supported and enhanced by responsive and qualified educators.

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WHAT ARE WE EXCEEDING AT?

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

We have embedded consistency by minimizing staff changes, providing inductions for new educators, and necessary information to relief staff. With a child/staff ratio of 1:11, all educators have up-to-date training in essential areas in First Aid and CPR. Educator information is displayed for parents, and staff changes are communicated promptly. Additional staff support children with additional needs, ensuring stable educator-child relationships.

WHAT DO WE WANT TO IMPROVE?

4.2.1 - Professional Collaboration

Our goal is to foster an environment where every staff member works together with respect, supports, and learns from one another by valuing everyone's strengths and skills.



Quality Area 5

RELATIONSHIPS WITH CHILDREN

AIM OF QUALITY AREA 5

The aim of Quality Area 5 under the National Quality Standard is to promote relationships with children that are responsive, respectful and promote children's sense of security and belonging. Relationships of this kind free children to explore the environment and engage in play and learning.

National Quality Standard Quality Area

relationships
with children

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Positive and trusting relationships with educators help children to play, learn and develop.

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WHAT ARE WE EXCEEDING AT?

5.1.1: Positive educator to child interactions

At our preschool, we embed the development of meaningful relationships with every child into daily interactions. Relationships begin through 'Come and Play' sessions and 'Get to Know You' interviews. Educators build positive, trusting relationships, fostering well-being by viewing children as capable and competent. We actively engage with children in various learning experiences, enhancing learning through conversations and guidance. Children express their feelings through daily activities, promoting respect and understanding.

WHAT DO WE WANT TO IMPROVE?

5.1.2 - Dignity and rights of the child

Our goal is to uphold the dignity and rights of every child, emphasizing their right to communicate in their own way and ensuring that they are listened to and understood.



Quality Area 6

PARTNERSHIPS WITH FAMILIES AND COMMUNITIES

AIM OF QUALITY AREA 6

The aim of Quality Area 6 under the National Quality Standard is to recognise that collaborative relationships with families are fundamental to achieving quality outcomes for children and that community partnerships that are based on active communication, consultation and collaboration are also essential.

National Quality Standard Quality Area

6

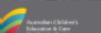
collaborative partnerships with families and communities



Services partner with families and communities to enhance children's learning and wellbeing.

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WHAT ARE WE EXCEEDING AT?

6.2.1 Transitions

We embed continuity of learning and smooth transitions for children through successful processes. Our enrolment packs provide families with essential information about preschool. We facilitate Parental intake meetings where parents share insights about their child. Transitions are facilitated through Preschool Pathways, family interviews, and consultations with our school psychologist. We share relevant information and clarify responsibilities among all parties. For kindergarten transitions, we provide orientation days, share records with teachers, and offer information sessions.

WHAT DO WE WANT TO IMPROVE?

6.1.3 Families are supported

Our goal is to ensure that we engage effectively with families to share regular feedback about each child's interests, needs and progress.



Quality Area 7

GOVERNANCE

AIM OF QUALITY AREA 7

The aim of Quality Area 7 under the National Quality Standard is to support effective leadership and management of the service that contributes to quality environments for children's learning and development. Well-documented policies and procedures, well-maintained records, shared values, clear direction and reflective practices enable the service to function as a learning community.

National Quality Standard Quality Area

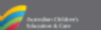
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governance
and leadership



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WHAT ARE WE EXCEEDING AT?

7.1.3 Roles and responsibilities

Clear roles and responsibilities are embedded to ensure effective decision-making and smooth operations. Each educator follows a detailed roles and responsibilities document for consistent communication. Weekly meetings with all educators and leaders to ensure that communication remains consistent and that discussions about roles and responsibilities are a priority. The preschool team leader and educators collaborate with the Preschool Pathways team and Allied Health professionals to support inclusive practices a mentor co educators.

WHAT DO WE WANT TO IMPROVE?

7.2.2 Educational leadership

Our goal is to collaborate with new leadership, enhancing our educational program and refining the assessment and planning cycle for continuous improvement.

