

Service Self-Assessment Form

The Children's House Montessori Preschool, SE-00009236

Service philosophy

As a Montessori preschool, the Children's House adheres to the Montessori philosophy and teaching methods.

We believe children:

- Are unique and valued individuals who develop in different areas at different rates and with different styles.
- Should be encouraged and supported in the pursuit of their learning interests and abilities.
- Develop positive self-esteem by having the opportunity to experience and accept new challenges in a safe and encouraging environment.
- Have an innate capacity for learning and desire to learn.

As teachers our aims are:

- To enhance each child's strength, competencies and self-esteem.
 - To facilitate the development of the total child with the integration of the intellectual, emotional, physical, spiritual and social aspects of life.
 - To develop the independence and adaptability of the child as we see education as an aid to life and preparation for it.
 - To provide a learning environment that is active, experimental, individually paced and self-correcting, independent and unlimited in scope.
 - To provide a range of experiences, challenges and beliefs that contribute to their understanding, empathy and acceptance of others without bias, regardless of their ability, gender, culture, family structure or economic status.
 - To maintain a safe health environment that will enhance our children's autonomy, initiative and self-worth.
 - To help children learn to interact effectively, and in doing so to learn to balance their own rights, needs and feelings with those of others.
 - To acknowledge the worth of the cultural and linguistic diversity that children bring to the environment.
 - To encourage families to share their knowledge of their child and to reciprocate by sharing our knowledge of children with parents so that there is mutual growth and understanding in ways that benefit the child.
- To understand and have respect for their dignity and worth as a person.

As a community:

- We encourage families to contribute as volunteers to provide ongoing support to enable our preschool to run effectively and flourish.
- We actively cultivate respectful, supportive relationships among children, teachers, parents and the community.
- We welcome visitors to our school in a friendly courteous manner.
- We are keen to be involved in local events as a means to give back to our local community.

Quality Area 1 - Educational program and practice

Law and Regulations

Law (S)/Regulation (R)	NQS	Does your service meet legislative requirements?	Assessment
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.76	STD1.3	If requested, do you provide families with: <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

Law and Regulations

Law (S)/Regulation (R)	NQS	Does your service meet legislative requirements?	Assessment
R.75	STD1.3	<p>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:</p> <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

Comments

STANDARD 1.1 - The educational program enhances each child's learning and development.

Concept	Element	Evidence and Key practices	Assessment
Approved learning framework	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.	<p>Educators consistently collaborate to make curriculum decisions, including the organisation of daily routines, that maximize learning and development outcomes for every child. There is a sense of collaboration that comes from educators that have worked together as a team for several years.</p> <p>Fortnightly staff meetings and informal day to day discussions between educators allow for regular reflection about the curriculum and how it encourages the development of <u>children's self esteem and well being</u></p>	Met
		<p>All educators have a shared understanding about the Montessori philosophy and the EYLF that underpins the children's sense of well being, their sense of identity and their confidence as learners. Our common believe that children are unique and valued individuals who develop in different areas at different rates and with different styles maximizes learning and development outcomes for every child with regard to their connection to their community and their effectiveness as communicators.</p>	
		<p>Documentation is readily available outlining the liaison between ELYF and our Montessori curriculum in a folder in the Principals office. This information is accessed by the educators to make notations in the children's portfolios. These portfolios are held on the staff computer. All educators are given five hours per week to maintain children's portfolios and update their individual learning plans. This process enables educators to consistently develop and implement a quality curriculum.</p>	
		<p>By providing a learning environment that is active, experimental, individually paced, independent and unlimited in scope as evidenced by the vast range of activities available every day, educators promote the opportunity for children to experience and accept new challenges in a safe and encouraging environment. Critical reflection is encouraged by all educators with regard to any of the activities for their effectiveness and appropriateness in upholding the principles and practices of the EYLF.</p>	

Concept	Element	Evidence and Key practices	Assessment
Child-Centred	1.1.2 - Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.	<p>Educators have attended a variety of courses to assist them with programming when a child's needs are more than in the normal range. Educators are also in close contact with agencies in the broader community who can assist in the enhancement of these children's strengths, competencies and self-esteem.</p> <p>Although on first glance our Montessori materials may seem closed activities there is a sense of purpose and a sense of accomplishment to be gained by the children from these materials. There are also many opportunities in the learning environment for children to resource their own learning as evidenced by the range of materials provided. Many of these materials acknowledge the worth of the cultural and linguistic diversity that the children bring to the environment.</p> <p>Initial discussions with families at orientation and the children's enrollment forms give educators a snapshot of the child's culture and interests. Each child is then allocated to an educator for the development of their individual learning plan. In the first few weeks educators develop an understanding of each child's strengths and abilities. These observations form the beginning of the child's individual learning plan.</p> <p>Educators are clear about the purpose of our documentation as demonstrated in their carefully written observations and weekly planning sheets. Through these observations, our educators build up an understanding of each unique child that informs them on their emotional, intellectual, physical, spiritual and social aspects of their being which in turn leads to appropriate planning for the child.</p>	Met

Concept	Element	Evidence and Key practices	Assessment
<p>Program learning opportunities</p>	<p>1.1.3 - All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.</p>	<p>Children will be seen choosing their own activity off the shelf, choosing where they would like to sit, completing the activity to their own satisfaction and then returning it to the shelf. Educators will be moving between children to assist or do intentional teaching either individually or in a small group. For those children who are not yet confident to choose their own activities the educators will assist by choosing an appropriate activity.</p>	<p>Met</p>
		<p>Our daily routine consists of a three hour period of time whereby children can engage in a wide range of activities. They can build and enjoy a sense of community through the inclusions of home-like experiences in the daily routine, such as food preparation and sharing of food at snack time. Children are primarily engaged in individualized or small group experiences either with an educator or without.</p>	
		<p>Reflection on the program and how it is organised is regular and ongoing as evidenced in our staff meeting minutes which are found by the staff sign-in sheets. This allows for all staff to be kept up to date on any changes to our routines. Educators regularly communicate any information about those children who stay and have lunch and continue in the afternoon, this leads to children feeling safe, secure and supported.</p>	
		<p>Due to the layout of the classroom, outside gross motor activities are catered for during the last half hour of the session as all children will go outside. During the morning children may choose to do activities on the outside deck, numbers of children on the deck is regulated by photos of the activities that can be chosen. This maintains a safe environment whilst enhancing children's autonomy, initiative and self-worth.</p>	

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

Concept	Element	Evidence and Key practices	Assessment
Intentional teaching	1.2.1 - Educators are deliberate, purposeful, and thoughtful in their decisions and actions.	<p>The diverse nature of the materials in our environment, and the aesthetic appeal of each item placed carefully in the environment, acts as an almost irresistible invitation to each child to participate. Educators sound knowledge of the Montessori curriculum and EYLF can be evidenced in the choice of activities and materials in the environment. The fact that the educators have worked together for many years adds a cohesiveness to the quality of the environment that all educators contribute to.</p>	Met
		<p>Educators consistently identify any barriers to children's learning by discussing their participation in the program with the educational leader and peers. Consistent and meaningful conversations are held when necessary with families and the educational leader at drop off, to facilitate children's learning. Outside agencies are consistently approached when the team needs support to develop a child's health and well-being. Children's opinions are sought also so their learning can be extended.</p>	
		<p>The Montessori philosophy of 'follow the child' is used when educators decide what intentional teaching will be given. Educators are given five hours planning per week to deliberate on each child's learning and development and use their knowledge about child development the EYLF and Montessori theory to plan further activities for each child. This information can lead to extending and enriching the program as well as creating ways to invite, engage and inspire the child.</p>	

Concept	Element	Evidence and Key practices	Assessment
Responsive teaching and scaffolding	1.2.2 - Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.	<p>Educators use strategies such as modelling and demonstrating to introduce the materials to the children. Points of interest are used as part of the demonstration to stimulate the child's interest and attention. With their understanding of Montessori theory and child development educators can extend children's thinking and learning. This can be seen on a daily basis. The in built control of error in some of the activities also provides scaffolding for children.</p>	Met
		<p>Educators engage in careful observation of the choices children make, and the expressions or interactions that they engage in, noting these daily. These observations contribute to educators consistently extending each child's learning through open-ended questions, interactions, feedback and the provision of appropriate resources. Educators consistently and respectfully respond to each child's ideas to facilitate and extend their participation through listening and responding.</p>	
		<p>Accurate records of children's choices and interactions can be found on the weekly sheets available in the classroom. These are living documents and notes are added consistently by all educators. These form part of the records for each child. Weekly sheets are updated once a week by the two leading educators and are available at all times as a record of not only where a child is developmentally but where the child is going.</p>	

Concept	Element	Evidence and Key practices	Assessment
<p>Child directed learning</p>	<p>1.2.3 - Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.</p>	<p>Educators assist children to build conflict- resolution skills by acting as a mediator when required and stepping back to remain as an observer when children seem capable of independent problem solving. Montessori philosophy and practice promotes a sense of belonging and an understanding of the reciprocal rights and responsibilities necessary for active community participation. These ideas are taught through grace and courtesy lessons and promoted through looking after the environment.</p> <p>Children are encouraged to choose activities throughout the morning, initially they rely on the educators until they feel confident in choosing an activity they can do. Educators consistently monitor the room in order to support those children who need encouragement. The experiences provided by the educators allow children to take increasing responsibility for self-help and health routines. The current COVID pandemic is an example of how children have adapted to routines that keep them safe.</p> <p>Changes to the environment to facilitate children's ability to make safe and independent choices are discussed at staff meetings and all staff are informed as to the reasons why a change needed to be made. The community context of this service lends itself to a variety of inspiration through the children's multicultural backgrounds. Planning for cultural events enables the children's sense of identity to emerge and to learn to interact in relation to others with care, empathy and respect.</p>	<p>Met</p>

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

Concept	Element	Evidence and Key practices	Assessment
<p>Assessment and planning cycle</p>	<p>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.</p>	<p>Each term educators consistently observe each child to evaluate them against their individual learning program. A new individual learning program is then drawn up for each child. From time to time changes have been made to the observation format to improve the layout so that the notes capture a more accurate position of where the child is at in each area of development, their interests and their participation in the program.</p>	<p>Met</p>
		<p>Every educator participates in observations of children's learning which accompanied with their professional skills and experience informs the cycle of planning, documenting and evaluating for children's progress towards particular learning outcomes. This ongoing assessment and planning cycle drives the development of our education program that enhances and extends each child's learning and development.</p>	
		<p>The consistent and regular weekly review of each child's development supports the best outcomes for the child as children's growth and development in these early years is constantly changing. Our belief that children have an innate capacity for learning and a desire to learn drives us to consistently support children to become confident and involved learners and in turn become knowledgeable and confident self identities.</p>	
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Concept	Element	Evidence and Key practices	Assessment
<p>Critical reflection</p>	<p>1.3.2 - Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.</p>	<p>Children transfer and adapt what they have learned from one context to another so not all activities have to be shown to a child. They are very adept at resourcing their own learning so it is the educators role to make sure the environment provides all the opportunities needed to maximize children's learning. All the educators are aware this is an important role and continually check the environment for quality and improvement.</p>	<p>Met</p>
		<p>Educators observe throughout the day the children going about their learning. Children choose their own activities or request activities, suggest creative experiences or spontaneously create a new task. Educators assist wherever they are needed. Sometimes they instigate an activity and at other times are just observers. Educators are consistently reflecting on children's choices and the outcomes so that any need for change can be identified.</p>	
		<p>Group activities also play an important part in a child's development. This is when they are encouraged to take turns and listen to one another. Group cooking and music activities are participated in as part of the program as is gross motor play outside. Critical reflection has been carried out on these activities from time to time and adjustments have been made to ensure the safety, diversity, sense of fairness and respect for each other and the environment are taken into account.</p>	
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Concept	Element	Evidence and Key practices	Assessment
Information for families	1.3.3 - Information for families Families are informed about the program and their child's progress.	<p>Educators keep the information about the children in their respective filing cabinets, they are responsible to the educational leader for making sure the records are up to date. This enables meaningful engagement and communication with the families. Families then have the opportunity to add to this documentation so a clear understanding of their child's progress can be made.</p> <p>Information about each child's program and progress is formally discussed with parents/families twice a year, in June and November. Informal discussions are carried out whenever a parent asks. Arrangements can also be made at any time to meet with the educators. A child profile is written for each child and this gives parents an overview of their child's development in each area: Physical, social/emotional, cognitive, language and numeracy showing their strengths and abilities.</p> <p>Information about the daily program and routines is displayed on the noticeboard. More detailed information on the Montessori philosophy and EYLF is given at four information sessions throughout the year. Children's portfolios are on USB's and are given out on a regular basis. These portfolios give information to parents on how the EYLF and the Montessori philosophy go hand in hand to create a program that maximizes children's learning and development.</p>	Met

Continuous Improvement Opportunities

Quality Area 2 - Children's health and safety

Law and Regulations

Law (S)/Regulation (R)	NQS	Does your service meet legislative requirements?	Assessment
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.77	STD2.1	Is food stored, handled and served safely?	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.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.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.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
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.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.80	STD2.1	Do you display a menu if you provide food at your service?	
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.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?	
R.99	STD2.2	Have you ensured that all educators follow service procedures about the delivery and collection of children from the service?	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
S165	STD2.2	Have you ensured that educators are supervising children effectively?	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.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

Comments

STANDARD 2.1 - Each child's health and physical activity is supported and promoted.

Concept	Element	Evidence and Key practices	Assessment
Wellbeing and comfort	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.	<p>The book corner allows for quiet rest and relaxation when children feel the need to move away from others. There is a rule that only four children at a time can be in the book corner which children are encouraged to follow. Children tend to self manage this rule, with the older children asking others to move away if they do not sit quietly.</p>	Met
		<p>The environment is divided into areas that promote a particular type of learning such as practical life, sensorial, art, culture, language and numeracy. There is a small carpeted area and a large carpeted area as well as a book corner. The book corner has a sofa and cushions. Having these areas divided but accessible allows for quiet activities to be separated from the more noisy activities.</p>	
		<p>Our sleep and rest policy reviewed in 2020 after discussion with families recognizes that children rarely sleep at the service and that providing a quiet place is sufficient. Should a child fall asleep however, the child will be supervised at all times.</p>	
		<p>For children staying for the afternoon, the program starts with a quiet period after lunch, with those children wishing to rest being read a story while others play quietly with toys. If a child did need to sleep than there is a sofa they can use. However, most of our children who stay for the afternoon are over three and a half and do not need an afternoon sleep.</p>	

Concept	Element	Evidence and Key practices	Assessment
<p>Health practices and procedures</p>	<p>2.1.2 - Effective illness and injury management and hygiene practices are promoted and implemented.</p>	<p>Policies concerning medical conditions have been reviewed by staff and families and include the need to have a medical conditions risk minimization and communication plan for those children who are Anaphylactic or Asthmatic or indeed any medical condition requiring a risk minimization plan. It is both the parents and the nominated supervisors role to ensure there is a plan and that it is signed by both parties.</p>	<p>Met</p>
		<p>Our policy on Infectious and Viral Diseases was reviewed by the staff in 2021 due to the onset of the COVID pandemic to minimize the risks to children's and staff health. All staff have been diligent in their hygiene practices and also promote these practices to the children. New wash your hands posters have been put up for the children to view. Group lessons have been given on blowing noses and coughing and sneezing. Parents were informed by email of the policy and can view it on our website.</p>	
		<p>Children's health needs are identified at enrollment and discussions are held with all educators if any changes need to be made in the environment to enable full participation in all activities. We have a nut free policy at all times and sometimes have an egg free policy if we have a child allergic to egg. We adjust our cooking accordingly. All notices about children with allergies or asthma are displayed on the wall in the kitchen so educators preparing food can check daily.</p>	
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Concept	Element	Evidence and Key practices	Assessment
Healthy lifestyle	2.1.3 - Healthy eating and physical activity are promoted and appropriate for each child.	<p>Children can be seen choosing from a variety of fruits, crackers and cheese provided daily. Children are shown how to prepare their fruit and how to clean up after they have finished. Discussions frequently occur between educators and children as to what is healthy to eat and what is not. Most of the children stay for lunch so this provides many opportunities to discuss with them what is in their lunchbox.</p>	Met
		<p>We encourage children to take increasing responsibility for their own health and wellbeing by reminding them to drink water several times throughout the morning. Water bottles are readily available and children can often be seen drinking from them. Educators model the drinking of water throughout the day to actively promote a healthy lifestyle.</p>	
		<p>Cooking experiences are included in the program promoting healthy eating and knowledge of nutrition. More savory items are cooked than sweet items.</p>	
		<p>Last year educators identified the need for more gross motor equipment for the outdoors as children's upper body strength seemed to be lacking. After securing a grant from the Department of Education we have been able to purchase climbing equipment to allow for gross motor development. Children can be seen using the equipment daily. They have input on the layout of the equipment which can be changed easily.</p>	

STANDARD 2.2 - Each child is protected

Concept	Element	Evidence and Key practices	Assessment
Supervision	2.2.1 - At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.	<p>Educators are aware that transition times can be danger points especially as children are washing hands more frequently so monitor the bathroom at these times. New children also find transition times difficult as they do not know where to go. An educator is assigned to these children to support them at these times.</p>	Met
		<p>Montessori educators are keen observers and are experienced in maintaining supervision of a group. We often run our class with an extra educator over and above the regulations. This allows for all children to be educated in a safe and healthy environment. Educators discuss daily events and staff placement throughout the day so that children remain safe and protected.</p>	
		<p>Our safe and supportive environment policy outlines the measures that are being taken by the educators to keep our children safe this includes appropriate levels of supervision. Another important area is keeping records of any visitors to the school and their reasons for attending. Our admin officer is very diligent in supervising any visitors and with our locked gate system we do not have any unsupervised visitors.</p>	

Concept	Element	Evidence and Key practices	Assessment
Incident and emergency management	2.2.2 - Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.	Each term as part of the Welcome note, parents are reminded about our parking policy to assist with the safe delivery of children to the school. The Nominated Supervisor is frequently on gate duty to observe drop offs and pick ups and reminds parents and caregivers of their role in keeping our children safe.	Met
		The evacuation log book is updated after each practice. It is the Nominated Supervisors role to ensure it is completed and those children who did not attend are recorded. Another practice within the same three month period is done to ensure every child has participated at least once every three months. Our Fire Safety and Education Statement was reviewed in February 2021 and details Fire precautionary measures as well as education and evacuation.	
		Children are involved in practicing safety procedures and visits from the police and firemen alert them to procedures to follow at home. Children participate regularly in emergency evacuation drills. The policy is reviewed when a need arises. Evacuation procedures are outlined by each exit doorway. The Ryde City Council has been proactive in helping us with signage. Educators are responsible to check pathways inside and outside are clear of obstructions on a daily basis.	
A risk assessment has been completed by staff with input from all educators and families with regard to the premises. It covers arrival and departure, procedure during a pandemic, bathroom hygiene, classroom risks, classroom procedure during a pandemic, and outdoor risks. Critical analysis of any incidents inside or outside occurs each time, with discussion on what caused the incident, how it was handled and could it have been prevented.			

Concept	Element	Evidence and Key practices	Assessment
Child protection	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.	<p>All educators are familiar with The Early Childhood Code of Ethics which is displayed on the wall in the kitchen. We all aspire to uphold it to the best of our abilities. It outlines a set of statements in relation to children, the profession, colleagues, families and communities that can be a basis for reflection on our practice.</p> <p>Our child protection policy has recently been updated to be in line with the Association of Independent Schools of which we are a member. It covers child protection concerns, staff responsibilities, training and reporting. Staff have signed that they have read and understood the policy. Any future staff will be given a copy and asked to acknowledge that they have read and understood it.</p> <p>The Nominated supervisor is responsible for the verification of all working with children checks of staff members before they start their employment. Our cleaners do not attend when children are present so we do not hold a check for them. However, we hold a working with children check for our bus driver we use when we take our older children on excursions. These verification's are held in a folder in the office.</p> <p>All staff have completed a Mandatory reporting course this year. They are aware of the different types of abuse and their responsibility in reporting any. Educators are aware that they need to in the first instance report to the Nominated Supervisor and when necessary the Chairperson of the parent committee. Evidence of their attendance at a mandatory reporting course is held in a folder in the office.</p>	Met

Continuous Improvement Opportunities

We have identified the need for a shade cloth over the front deck as we are using this area on a more regular basis due to the number of children attending home environment. WE now have the funds to purchase the shade cloth and have it installed. We have identified a need for a shade cloth above the sandpit now that a tree has been removed due to dead branches.

Quality Area 3 - Physical environment

Law and Regulations

Law (S)/Regulation (R)	NQS	Does your service meet legislative requirements?	Assessment
R.116-117 R116 R34(f) (iii)	STD3.1	If you have a family day care service: <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? 	
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	Have you ensured the services premises, venue or residence meets all regulatory requirements? For example: <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? • Are all areas of the premises easily supervised? 	Compliant
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

Comments

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

Concept	Element	Evidence and Key practices	Assessment
Fit for purpose	3.1.1 - Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.		Met
		<p>The outdoor space is an oasis in the middle of Sydney. The educators have tried to keep the equipment to a level where the space is maximized. Parents and the community have had input in the arrangement of the rocks, sandpit, gardens and climbing apparatus. Children are able to view the creek and the animal and bird life in the trees. Ryde City Council have provided us with native bees and plants. Parents have contribute by making a walking track where children can observe the bees.</p>	
		<p>Our activities and materials, carefully chosen by all educators to reflect our Montessori theories, are all accessible by the children so they are not dependent on the educators to get things for them. The shelves are arranged in order so that the activities most used by the three year olds are at their eye level and they do not have to bend as well as pick up and carry. There is adequate space around and through the layout of tables and shelves for easy and safe access.</p>	
<p>Educators prepare the environment according to the Montessori principles in order to create a sense of order and logic. Our philosophy of providing a range of experiences, challenges and beliefs that contribute to the children's understanding, empathy and acceptance of others without bias, regardless of their ability, gender, culture, family structure or economic status in paramount in designing the environment.</p>			

Concept	Element	Evidence and Key practices	Assessment
Upkeep	3.1.2 - Premises, furniture and equipment are safe, clean and well maintained.		Met
		<p>Parents contribute once a term to maintaining the environment, this may include repairing premises, furniture or equipment. Or maintaining the gardens and pathways by pruning or leaf blowing. Their contributions are acknowledged in the newsletter as the educators appreciate their efforts. Their voluntary contribution saves the preschool not only money but the time involved in finding someone to do the tasks. Documentation on maintenance is kept in a folder in the office.</p>	
		<p>Children actively participate in caring for and cleaning the materials, furniture and the environment. Educators model how to maintain the equipment, shelves, tables and chairs by cleaning alongside the children. This enables children to develop a sense of belonging to the school community and an understanding of their responsibilities necessary for active community participation.</p>	
<p>Educators demonstrate high quality practice by keeping materials, fixtures and fittings safe, clean and well maintained. Educators monitor shelves, equipment and areas throughout the day to ensure safety and full participation by all the children is enabled. Any activity that is incomplete or has not been handled carefully is taken off the shelves to be repaired or tidied up.</p>			

STANDARD 3.2 - The service environment is inclusive, promotes competence and supports exploration and play-based learning.

Concept	Element	Evidence and Key practices	Assessment
<p>Inclusive environment</p>	<p>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.</p>	<p>Educators believe that positive self-esteem is developed in children by providing them with the opportunity to experience and accept new challenges in a safe and encouraging environment. To achieve this educators continually reflect on how the environment is set up to encourage this while keeping in mind that every child needs to be included and supported.</p>	<p>Met</p>
		<p>Documentation is kept on what is provided for outdoor play each week and this is supplemented by activities chosen to enhance the natural and built environment. Children seem to like the consistency of certain types of play in certain areas but will often enjoy the spontaneous activity as well. For inside, the stability of the shelving, tables and chairs being in the same place has a settling effect on the children as it seems familiar even though activities may change on the shelves.</p>	
		<p>Educators take into account when setting up the outdoor environment that it needs to meet the range of ages, interests and abilities of all the children. Children can be seen actively engaged in a variety of meaningful experiences that support exploration and experimentation. Challenging activities are provided to offer appropriate risk taking and risky play at a variety of levels. These activities are always monitored and analysed for their appropriateness.</p>	

Concept	Element	Evidence and Key practices	Assessment
Resources support play-based learning	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.	Educators ensure all children can choose their activity and engage with it for as long as they need to. Then educators encourage them to put their activity back on the shelf so another child can choose it. The environment offers different areas to cater for children's interests and abilities and educators are often seen encouraging children to try something new. Educators reflect on the resources and equipment and will add to them or take things away as required.	Met
		The materials provided in the environment span an extremely diverse range of topics, which enhances children's learning and development. There is sufficient time and resources for children to initiate and become actively involved in experiences. Children have access to real and natural materials, resources and equipment in sufficient quantities to all be engaged. Children can be seen playing with the activities either individually, with a partner or in a small group.	
		The educators knowledge of child development and Montessori theory enables them to choose the appropriate activity with the child and use it in a way that supports children's sense of belonging, relationships, creativity and learning. Documentation on each child's abilities, interests and social and emotional well being assists the educators in supporting each child achieve their learning outcomes.	
		(Empty cell)	

Concept	Element	Evidence and Key practices	Assessment
Environmentally responsible	3.2.3 - The service cares for the environment and supports children to become environmentally responsible.	We have since set up a worm farm to encourage children to reduce waste, children can be seen putting food scraps into a bin which will later be taken out to the worm farm. We have started collecting soft plastics and an educator has volunteered to take this bag to Woolworths. Plastic and cardboard are also separated and often used in art and craft activities before being disposed of.	Met
		Educators demonstrate a commitment to caring for the environment through the use of colour coded bins for classroom waste. They foster an awareness in children to use the correct bins when disposing of paper and food scraps. The educators have recently participated in a Ryde City Council initiative to discover where our waste goes and set up the preschool accordingly. Information was gained to support the educators in ongoing environmental education.	
		Families have been asked to send fruit in recyclable bags or cardboard cartons so they can be reused. Children are complimented when their fruit is brought in using recyclable packaging and this encourages the practice to continue. Parents are encouraged to provide lunches in reusable containers rather than cling wrap. This practice is improving. Educators model these ideas with their food as well.	

Continuous Improvement Opportunities

Having identified that children needed more outdoor climbing equipment to improve upper body strength we have purchased several pieces of outdoor equipment. To enhance this we still need to install a rope climbing frame. Updating our inventory of equipment and checking if any needs to be replaced. Balls need to be purchased to enhance ball handling skills.

Quality Area 4 - Staffing arrangements

Law and Regulations

Law (S)/Regulation (R)	NQS	Does your service meet legislative requirements?	Assessment
R.123A	STD4.1	For family day care services; Have you ensured that coordinators to educator ratios are maintained?	
R.153 R.154	STD4.1	For family day care services; Have you ensured that you maintain a register of educators, coordinators and assistants?	
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.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
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

Law and Regulations

Law (S)/Regulation (R)	NQS	Does your service meet legislative requirements?	Assessment
R.119 R123A R.127-128 R136 R143A R143B R144	STD4.1	<p>For family day care services;</p> <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? 	Compliant

Comments

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

Concept	Element	Evidence and Key practices	Assessment
<p>Organisation of educators</p>	<p>4.1.1 - The organisation of educators across the service supports children's learning and development.</p>	<p>There are three ECT's working at the service over the week, with two in the classroom each morning. An experienced diploma educator and an experienced Cert III make up the teaching staff. Having worked together for over ten years there is a shared understanding of how to support children's learning and development. This is evidenced by all educators being able to complete developmental paperwork for all the children.</p>	<p>Met</p>
		<p>Purposeful consideration is given to the organisation of educators to ensure familiarity and continuity for children and a high quality service, this is demonstrated by the same educators in the classroom every morning. In addition depending on the program we will have an additional educator to ensure the program runs smoothly. This educator is well known to all the children as she is a permanent staff member. Our admin who has Cert III is also on hand to assist in the classroom when necessary.</p>	
		<p>Each educator has a role to play in the environment, whether it be working individually, small group work or classroom management. Educators move in and out of these roles always ensuring one educator is scanning the room at all times. This cohesiveness can be seen throughout the day and stems from the fact that we have worked as a team for many years.</p>	

Concept	Element	Evidence and Key practices	Assessment
Continuity of staff	4.1.2 - Every effort is made for children to experience continuity of educators at the service.	Educators understand the need to support the service by continuity of educators to enable the establishment and maintenance of secure relationships with children. They do their best to not to take days off as can be evidenced by the amount of personal leave owing to the educators. We run our service with an extra teacher so if someone is away we still meet the requirements. Educators are supported by the families who show there appreciation with gifts on birthdays and special events.	Met
		Staffing arrangements can sometimes change at a moments notice due to illness, all educators and staff know the child to staff ratio's so will step in when they can to fill the gap. With all educators collaborating on the program children's learning and development continues to be supported even if there is a change in the educator.	

STANDARD 4.2 - Management, educators and staff are collaborative, respectful and ethical.

Concept	Element	Evidence and Key practices	Assessment
Professional collaboration	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.	We actively cultivate respectful, supportive relationships between all educators and staff by having meaningful discussions about ideas, our philosophy, our practice and policies both formally and informally. This is evidenced by the collaboration between educators over curriculum delivery. Each educator brings different strengths, skills and knowledge to the discussions that can inform others.	Met
		Educators, staff and the parent run committee are clear about their responsibilities in relation to each other, the service, the children and their families and demonstrate a genuine commitment to providing a quality service. This can be seen by the smooth and efficient running of the service whereby the Nominated Supervisor is in charge of the day to day running of the service and the parent run committee sees their role as taking care of the longevity of the service.	
		Collaboration between the Nominated Supervisor and the committee is vital for the running of the service as the committee has a high turnover due to their children attending only two or three years. For parents to understand their roles on the committee and make the appropriate decisions the Supervisor needs to advise them on the legislative requirements and keep them up to date with reporting to government bodies. Evidence of sound managerial practice can be found in the committee minutes.	
		(Empty cell)	

Concept	Element	Evidence and Key practices	Assessment
Professional standards	4.2.2 - Professional standards guide practice, interactions and relationships.	Documentation on educators professional learning can be found in the professional learning folder in the office. ECT educators are bound by NESAs to achieve 100 points in professional development every 5 years to maintain their accreditation so these teachers always have some course on the go. The courses chosen usually follow an identified need by all the educators.	Met
		The parent committee acknowledges that all staff need to continually identify and implement opportunities to strengthen their practice and therefore allow a substantial budget for staff development.	
		The educators are familiar with the Early childhood Code of Ethics as this was a source of information for our service's philosophy. This code guides our interactions with children, other educators, families and our community. As educators we are committed to consistently abide by this code. To this end we continue to engage in professional learning to support children's agency and enhance their learning.	

Continuous Improvement Opportunities

To maintain a quality learning environment the Principal and committee are working on succession planning for staff.

Quality Area 5 - Relationships with children

Law and Regulations

Law (S)/Regulation (R)	NQS	Does your service meet legislative requirements?	Assessment
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Law and Regulations

Law (S)/Regulation (R)	NQS	Does your service meet legislative requirements?	Assessment
R.155	STD5.1	Have you ensured that educators interact with children in a way that; <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

Comments

STANDARD 5.1 - Respectful and equitable relationships are maintained with each child.

Concept	Element	Evidence and Key practices	Assessment
Positive educator to child interactions	5.1.1 - Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.	Close contact with the families through informal and formal discussions help us to build up a picture of each child's sense of identity. This enhances our relationships with the children which can be evidenced by the positive relationships between educators and children	Met
		Educators consistently reflect on these interactions and often discuss such interactions at lunchtime with the other educators. Educators are guided by the understanding that respecting the dignity and worth of each child is key to building trusting relationships. Critical reflection by the educators may bring about a change in an educators interactions with certain children if necessary. An example of this would be if an educator found a child only wanted to be by their side all morning .	
		Our uninterrupted period of time ensures that children have the opportunity to engage in deep meaningful discussions with educators. The children have time for exploration and time to become deeply absorbed in the exchange of ideas and to move from one interaction to another. educators can be seen moving from child to child supporting them to feel secure, confident and included.	
		(Empty cell)	

Concept	Element	Evidence and Key practices	Assessment
Dignity and rights of the child	5.1.2 - The dignity and rights of every child are maintained.	<p>Our educators are committed to ensuring no child is discriminated against on the basis of gender, sexuality, age, ability, economic status, family structure, lifestyle, ethnicity, religion, language, culture, or national origin. This can be seen as educators move around the environment supporting all children. Documentation shows that individual learning plans cover all areas of development and learning for all children.</p>	Met
		<p>Educators continually reflect on their relationships with children to ensure interactions support the dignity rights, cultures and best interests of all children to promote and maintain a culture of inclusiveness. Some of these discussions can be found in the staff meeting minutes.</p>	
		<p>Children's portfolios are carefully constructed by educators respecting children's dignity and worth as a person. These are shared with families who have commented that they love seeing pictures of how their children spend their day.</p>	

STANDARD 5.2 - Each child is supported to build and maintain sensitive and responsive relationships.

Concept	Element	Evidence and Key practices	Assessment
Collaborative learning	5.2.1 - Children are supported to collaborate, learn from and help each other.	<p>Each child has the right to choose to engage in a collaborative endeavor when he sees the social, emotional, intellectual and physical benefits of seeking assistance from peers. The educators confidently and effectively facilitate these learning opportunities so that they are harmonious and constructive. They demonstrate a consistent approach to behavior guidance to ensure that each child is supported at all times to regulate their own behavior and communicate effectively to resolve conflict.</p>	Met
		<p>Educators value input from families to assist and support them to develop behavior guidance approaches in the home environment that align with the service's policies. This strengthens the relationships between the educators and the families for the benefit of the child. Families are encouraged to meet outside the service to establish these collaborative relationships and foster children's understanding and appreciation of the cultural diversity of our families.</p>	
		<p>The educators consistently reflect on the materials and the layout of the environment to maximize harmonious and constructive collaboration between children. Guided by the services' philosophy and the ECE Code of Ethics educators collaborate to build and maintain collaborative learning that consistently aligns with the EYLF, policy and procedures including the behaviour management/guidance strategy.</p>	

Concept	Element	Evidence and Key practices	Assessment
Self-regulation	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.	<p>Educators can be seen gently redirecting a child who has become unable to control his behavior. Educators use their knowledge on child development to seek the underlying motivation for a child's behavior rather than focusing solely on the behavior itself. They consider various psychological or emotional triggers for behavior and discuss these as a group to find a strategy that may support the child.</p>	Met
		<p>Strategies used to support children in building self-control, primarily through purposeful activity and self-esteem from meaningful achievement can be observed in every session. Children are provided with ample opportunities to learn the language and behavior that allows harmonious and constructive play experiences. Educators can be seen supporting children on how to interact and communicate balancing their own needs with those of others.</p>	
		<p>In some instances educators may need to communicate with families to support children in self-regulation. Educators follow the behavior management and appropriate behavior policy guidelines and if necessary bring these policies to the families attention. Some discussions about children's behavior can be found in staff meeting minutes and in children's records.</p>	

Continuous Improvement Opportunities

With COVID seemingly under control we will now work towards families coming back into our centre and providing cultural experiences.

Quality Area 6 - Collaborative partnerships with families and communities

Law and Regulations

Law (S)/Regulation (R)	NQS	Does your service meet legislative requirements?	Assessment
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

Comments

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

Concept	Element	Evidence and Key practices	Assessment
Engagement with the service	6.1.1 - Families are supported from enrolment to be involved in the service and contribute to service decisions.	<p>Families of 3 to 6 years of age are invited into the environment on a regular basis to observe their children and participate in a variety of events. They are invited to information evenings where they can discover the Montessori philosophy and play with the equipment. This approach builds respectful relationships with families and enables educators to engage with each family.</p>	Met
		<p>Prospective families are invited and encouraged to visit and become familiar with the service before their child starts. Initially they have a tour with the nominated supervisor and if under three are invited to attend our playgroup sessions for children 18 months to 3 years. This gives them an opportunity to get to know us and the environment. A dedicated 0 to 3 educator supports the families in toileting and any other relevant child development issues.</p>	
		<p>Parents are invited to become part of the management committee, or help with maintenance days or fundraising. Their input is vital for the service to run smoothly and efficiently. Their contributions to the service are valued by all the educators.</p>	

Concept	Element	Evidence and Key practices	Assessment
<p>Parent views are respected</p>	<p>6.1.2 - The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.</p>	<p>Educators encourage families to share their knowledge of their child and to reciprocate by sharing our knowledge of children with parents so that there is mutual growth and understanding that benefit the child. Any relevant information is passed onto all educators to be considered and used to enhance children's learning and well being.</p>	<p>Met</p>
		<p>Families are encouraged to talk to educators about the values and expectations they hold in relation to their child's time at the service before during and after the enrollment process. Shortly after their child has commenced and settled in educators will again meet with families to discuss any issues arising from the settling in process. Every six months educators report to families on their children's progress in all areas of development.</p>	
		<p>6.1.3 - Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.</p>	
<p>Educators engage in friendly, open dialogue with parents and families on a daily basis at arrival and departure times. This communication is enhanced through newsletters and emails, which provide families with comprehensive, current and accessible information about the service, relevant community services, and resources to support parenting and family well being.</p>			

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

Concept	Element	Evidence and Key practices	Assessment
Transitions	6.2.1 - Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.	<p>Discussions are frequently held between educators about individual children and how they can be supported in their learning and wellbeing to enable their full participation in the program. With three ECT's in the service and educators with a wealth of experience, there is a depth of knowledge that can be drawn on.</p> <p>Educators ensure transition from the service to school are supported by providing summaries of the children's progress towards learning outcomes to the parents as they move onto formal schooling. Educators collect samples of children's work throughout the time they are at the service to pass onto parents to support their transition.</p>	Met
Access and participation	6.2.2 - Effective partnerships support children's access, inclusion and participation in the program.	<p>Educators work to develop a reciprocal trusting relationship with families to support parents in their parenting role. A parent library is available for parents to have access to child development and Montessori theory books and articles to develop an understanding of their child.</p> <p>Educators continually discuss options for adapting aspects of the environment, routines, transitions and staffing arrangements to facilitate the inclusion of all children. These discussions are often documented in our staff minutes.</p> <p>Educators continually build collaborative partnerships with the community agencies to enable inclusion for all children. Recently we have been working with Lifestart to support us to settle two children into the service. We also have close contact with a speech therapist and a behavioral therapist we can go to for advice.</p>	Met

Concept	Element	Evidence and Key practices	Assessment
Community engagement	6.2.3 - The service builds relationships and engages with its community.	We were lucky to be chosen to participate in the birds and bees highway, an initiative of the Ryde City Council, where volunteers came and established a native bee hive and planted native plants. We were then invited to attend a ceremony at a local school to visit with the Mayor and receive some more native plants to plant at our school.	Met
		The educational leader and educators plan and implement experiences in the program to support children's understanding of the community within which they live. Every year we organise visits from the local police and fire station, often we have an ex parent who is a nurse visit and explain her role in the community. The older children participate in excursions to extend their knowledge, this usually includes a visit to the aquarium, the zoo, the botanic gardens and the museum.	

Continuous Improvement Opportunities

Quality Area 7 - Governance and Leadership

Law and Regulations

Law (S)/Regulation (R)	NQS	Does your service meet legislative requirements?	Assessment
R.158-162	STD7.1	Have you ensured that all records relating to children at the service are maintained, including enrollment 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 enrollment records, attendance records, health information, records of illness or accident?	Compliant

Law and Regulations

Law (S)/Regulation (R)	NQS	Does your service meet legislative requirements?	Assessment
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.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.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.29, R.180	STD7.1	Do you keep information about public liability insurance for your service on the premises?	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. 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.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.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 enroll their child at the service?	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
R.165	STD7.2	Have you ensured that records of visitors to a family day care residence or approved venue are maintained?	Compliant

Comments

STANDARD 7.1 - Governance supports the operation of a quality service.

Concept	Element	Evidence and Key practices	Assessment
Service philosophy	7.1.1 - A statement of philosophy guides all aspects of the service's operations.		Met
		<p>The management committee's responsibility to families is to provide feedback to the nominated supervisor and educators from the families. We recently changed the arrival procedure at the request of families. It now allows for families to come through the gate fifteen minutes before the start of the session to play and meet with other families. Due to COVID the families have had limited time to spend together.</p>	
		<p>Staff members are given a copy of our philosophy during their induction and then after every review. Discussion may follow in the staff review process if there is anything in the philosophy that is not being adhered to. Though usually it would be brought up at a staff meeting for input from all educators. Staff meeting minutes inform educators and staff of any changes to procedures due to incidents with the children or any complaints from the families. Minutes are maintained by the administrator</p>	
<p>Our philosophy statement was reviewed in 2020 after discussion with all staff and families. Educators reflected on how it adheres to the ECE Code of Ethics. All educators adhere to our philosophy as can be seen by the quality of the environment and the quality of the interactions between the educators, children and families. It is also reflected in the policies and procedures that are reviewed regularly. Families can view our philosophy on our website and on the noticeboard.</p>			

Concept	Element	Evidence and Key practices	Assessment
<p>Management systems</p>	<p>7.1.2 - Systems are in place to manage risk and enable the effective management and operation of a quality service.</p>		<p>Met</p>
		<p>All necessary records can be sighted at the service and are kept for the required amount of time, as can be evidenced by our archive folder which lists what records are in which box and when they are due to be destroyed. This is done through a company that deals with destroying confidential documentation. Current information is stored in the filing cabinets in the two offices, previous years documentation is archived and put out of reach as <u>office doors are locked at all times.</u></p>	
		<p>Reflection of our storage of confidential records has brought about a numeric lock being put on the office door to enable all educators access to children's records rather than having to ask for a key to the filing cabinet. Program information, observations and individual learning plans are also kept confidential and stored in a safe manner. Children's portfolios are recorded on the computer and sent via USB to families to maintain confidentiality. The computers are <u>password protected.</u></p>	
<p>The nominated supervisor guides the induction of new committee members as well as new staff and reviews the process and systems annually for the effective management of risks and the operation of the service. There are policies regarding risk in the service and these are reviewed regularly. New committee members responsible for the management of the service sign documentation annually to demonstrate they are aware of the risks involved in being responsible for the operation of the service.</p>			

Concept	Element	Evidence and Key practices	Assessment
<p>Roles and responsibilities</p>	<p>7.1.3 - Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.</p>	<p>Any parent can put their name forward to become part of the management committee. At enrollment with the school families opt in for particular tasks and if that role has already been filled for that year they may be asked to take up that task when it is vacant. Parents detail their occupations as well as their experiences in governance, administration, finance, human resources, marketing and fundraising so that the current committee can approach suitable candidates for the vacant roles.</p>	<p>Met</p>
		<p>There are documented induction procedures for the management committee. Their roles and responsibilities are clearly documented. Committee members are also required to attend four hours of governance training per year which assists them to effectively manage the service. The nominated supervisor is also a member of the management committee and actively supports these families to understand their roles and responsibilities and the need to provide feedback and contribute to regular reviews.</p>	
<p>Monthly committee meetings provide an opportunity to discuss the service's governance and decision making processes and how they can be improved. Part of the committee's role and responsibility is to develop a business plan for the school and review it. A business plan has been developed and can be sighted at the school. This plan is discussed annually at committee meetings to identify ways the management committee, educators and families can contribute to continuous quality improvement.</p>			

STANDARD 7.2 - Effective leadership builds and promotes a positive organisational culture and professional learning community.

Concept	Element	Evidence and Key practices	Assessment
Continuous improvement	7.2.1 - There is an effective self-assessment and quality improvement process in place.	Educators participate in a 'lively culture of professional inquiry' to support continuous improvements. Many of these discussions are spontaneous interchanges throughout the day as things arise.	Met
		Our QIP is referenced regularly by both staff and management and it is the nominated supervisors role to ensure that all educators and management are continually working towards the improvements outlined.	
		Educators continually reflect on children's learning and development and use these reflections to evaluate the effectiveness of the program to support children to achieve their outcomes. This can be evidenced by the variety of activities available both in the environment and in the storeroom. We continually add resources where necessary and use our community connections for advice on materials for inclusive practice. We are in touch with Lifestart at the moment for support for two children.	
Educational leadership	7.2.2 - The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.		Met
		The educators collaborate to deliver the program following the guidelines set by the educational leader who is also the nominated supervisor. The service supports the educational leader by providing the funds to deliver the program whether it be increased staffing levels and or new or replacement equipment and activities.	
		Educators acknowledge each others strengths and experiences and work with the educational leader to build shared professional knowledge, understanding and skills.	

Concept	Element	Evidence and Key practices	Assessment
Development of professionals	7.2.3 - Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.	The Educational leader sets an example by recently completing her Masters in Business Administration and other courses on governance. The Diploma educator is working towards her Early Childhood degree, the other two ECT's are completing courses required to maintain their accreditation. The admin officer has recently completed a Cert III course and an introductory course on Montessori. Six staff are renewing their first aid this Friday.	Met
		Educators are mentored and supported by the educational leader to access professional development courses. Educators are able to access online courses through the Australian Independent Schools Association of which we are a member as well as through NESA and CCSA. With COVID educators have been working online taking advantage of all the courses available. Documentation can be seen in our professional development folder.	

Continuous Improvement Opportunities

Educators have identified the need to review the staff performance appraisals as we have been using the same format for years. A new format has been used, which has been successful in allowing staff to have a say in their own professional development. The nominated supervisor is canvassing the parent cohort to see if anyone has human resources qualifications and experience that could assist with this. Our business plan is being reviewed and updated for the next 5 years.

Involved
Service Leaders and management
Families
Nominated Supervisor(s)
Children

Involved
Educators
Educational Leader(s)
Other service staff

Declaration

I confirm the information provided is a true, complete and accurate reflection of our service practice.	Y
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