

File Reference:
(if applicable)

National Quality Standard Assessment and Rating Report



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|----------------------------|--|-----------------------|-----------------|
| Service Name | Morphett Vale Primary School Preschool | | |
| Service Approval Number | SE-00010670 | | |
| Provider Name | Department for Education | | |
| Provider Approval Number | PR-00006069 | | |
| Assessment & Rating Number | ASR-00027793 | | |
| Report Status | Final | Date Report Completed | 14 October 2019 |

About this report

Purpose

The purpose of this report is to give the approved provider notice of the outcome of the rating assessment and the rating levels for their education and care service (under section 136 of the Education and Care Services National Law).

The goals of the report are to provide:

- an assessment of the education and care service against the National Quality Standard (NQS) and the National Regulations
- the reasons for rating the service at each level
- support for the ongoing quality improvement of the education and care service

The rating system

The National Regulations prescribe the rating levels within the assessment and rating process (regulation 57). The rating levels are:

- Exceeding National Quality Standard
- Meeting National Quality Standard
- Working Towards National Quality Standard
- Significant Improvement Required

Further information on how ratings are determined is available in the [Guide to the National Quality Framework](#) (Chapter 3: Part 3-Assessment and rating process) available on the ACECQA website at www.acecqa.gov.au.

Assessment and rating visit details

Type of service

Long Day Care

Outside School Hours Care (OSHC)

Family Day Care

Preschool/Kindergarten

Nominated Supervisor

Rachel McLennan

Educational Leader/s

Rachel McLennan

Primary Contact
(for assessment & rating)

Rachel McLennan

Quality Improvement Plan
Date Received

1 July 2019

Visit/s

Date

1 August 2019

Authorised officers

Name 1

Gayle Noolan

Further information (if applicable)

Morphett Vale Primary School Preschool is situated within the Morphett Vale Primary School's grounds and the operation of the service is overseen by the school principal. The preschool operates Monday to Thursday during school terms. An occasional care service is provided from a room attached to the preschool and mostly operates separately to the preschool. A playgroup session occurs on Fridays.

An assessment and rating visit was conducted in June 2016 (2016 A&R), resulting in the service receiving Working Towards National Quality Standard (NQS) in Quality Area 2 and Quality Area 7. One of the Early Childhood Teachers (ECTs) and the school principal/educational leader/nominated supervisor were employed in this role at the time of the 2016 assessment and rating visit (2016 A&R).

This report is intended to be read in conjunction with the 2016 Assessment and Rating final report (2016 final report) and the service's Quality Improvement Plan (QIP).

Summary comments

Educators are encouraged to drive continuous improvement at the service through robust discussion and family/community engagement in all quality areas of the NQS. The authorised officer acknowledges the continuous improvement of the service operation and practices, especially in relation to Quality Area 1 and Standard 5.2.

Below is a link to the *Guide to the National Quality Framework (NQF), Section 3 National Quality Standard and Assessment and Rating* which provides reflective questions and examples for Exceeding practices:

<https://www.acecqa.gov.au/sites/default/files/2018-11/Guide-to-the-NQF-3-Assessment-and-rating.pdf>

Further resources from the ACECQA website including educational games, information sheets and videos for educators can be found on the following link:

<https://www.acecqa.gov.au/resources/supporting-materials>

Quality Area 1 – Educational program and practice

| Standard 1.1 | The educational program enhances each child’s learning and development. | |
|--------------|--|-----|
| 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. | Met |
| 1.1.2 | Each child’s current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program. | Met |
| 1.1.3 | All aspects of the program, including routines, are organised in ways that maximise opportunities for each child’s learning. | Met |

Demonstration of Exceeding themes for Standard 1.1

| | |
|--|-----|
| Practice is embedded in service operations | Yes |
| Practice is informed by critical reflection | Yes |
| Practice is shaped by meaningful engagement with families and/or the community | Yes |

Standard 1.1 is rated

Exceeding NQS

Evidence for Standard 1.1

Educators have reflected and gained knowledge together to continuously improve the service’s educational program since the 2016 A&R, to maximise the learning outcomes for each child. The program aligns to all aspects of the service’s philosophy where children’s learning dispositions are supported, by using a reflective approach in providing a play-based, child-led program in a challenging and stimulating environment.

The service is Exceeding in Standard 1.1, as demonstrated in the QIP and the following practices:

- The service’s ‘2019 Overarching goal – To provide quality learning environments that recognises each child as capable and competent’, provides goals for the program in four areas of learning; dispositions for powerful learning, powerful numeracy learners, powerful literacy learners and connecting with our community. Together with these goals, the outcomes of the Early Years Learning Framework (EYLF) informs the development of the program.
- Educators continually reflect on family input, educators’ observations and school recommendations for improved outcomes for children entering Reception. For example, numeracy was a focus for learning within the school partnership for a few years and through conversations with Reception teachers it was identified that children coming into Reception would benefit from an increased focus on literacy. Through attending the Learning, Design, Assessment and Review (LDAR) workshops, educators have reflected on strategies to assess and extend children’s literacy skills. Educators reflected on the question, ‘How are our children using shared sustained conversations during play?’ Educators initially observed children at play spaces such as blocks, sandpit and under the verandah, and reflected there was no stand out space. They then observed children in different types of play such as role

play, creative and problem solving, and found children engaged in longer reciprocal conversations during role play, resulting in more role play programmed. Educators continued to look deeper into engaging children in more sustained conversations and decided to put a star next to the observations when an educator was involved. It was found the length of the conversation increased when educators participated. As a result the service implemented small group times and ensure educators join children's play and ask questions to promote conversation and problem solving.

- It was evident through wall displays of children's learning, interests and voice, that educators evaluate children's learning in the processes of assessment for learning, assessment of learning and assessment as learning. This provided educators with a rich knowledge of children's abilities, interests and ideas to support children in their own learning, as referred to in Standard 1.2. Educators extend children's learning to their local community so that children can learn in different and familiar environments, for example, the beach and road safety school. Visits to the school gym, playground and library help with the children's transition to school and independence.
- At the beginning of the year the program centred around children's sense of belonging, learning as part of a group and becoming independent, such as social skills, learning about each other, self-help skills, and health and hygiene procedures. Children's culture is respected; for example, two Russian children are encouraged to speak in their first language and are introduced to English. Educators have noticed the Russian children are now joining in play with others and initiating conversations. Children led the 'Acknowledgement of Country' at group time and Reconciliation Week was programmed for with activities, stories and discussion.
- Routines are organised to provide children with maximum learning opportunities. As children arrive, they write their name on paper and place it in a bowl and are then settled into an activity by their parent. This was an embedded practice with families relaxed and involved in the children's learning, and children happy and settled when the parent left. Educators were available throughout the area to support children engage in free play. Children were familiar with the daily routine and independently washed their hands prior to meal times and after using the toilet. Group times provided children with learning opportunities to extend group interests and small group times were included in the morning so that children could have more turns, learn to be part of a group, listen, contribute ideas and be more involved in the activity.

Quality Improvement Plan notes for Standard 1.1

| Standard 1.2 | | Educators facilitate and extend each child's learning and development. |
|---------------------|--|---|
| 1.2.1 | Educators are deliberate, purposeful, and thoughtful in their decisions and actions. | Met |
| 1.2.2 | Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback. | Met |
| 1.2.3 | Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world. | Met |

Demonstration of Exceeding themes for Standard 1.2

| | |
|--|-----|
| Practice is embedded in service operations | Yes |
| Practice is informed by critical reflection | Yes |
| Practice is shaped by meaningful engagement with families and/or the community | Yes |

Standard 1.2 is rated

Exceeding NQS

Evidence for Standard 1.2

Educators are intentional in their interactions with children, to support and scaffold their learning and development through child-directed play.

The service is Exceeding NQS in Standard 1.2, as demonstrated in the QIP and the following practices:

- Educators were consistently intentional and purposeful in their decisions and interactions with children. It was evident that when educators joined children's play, initiated activities and had conversations with children, they were guided by their 2019 Overarching Goals, program and reflective conversations about practice. For example, educators engaged in sustained conversations with children, continually asking questions, to develop their literacy skills. During small group time an educator played sound bingo with a small group of children and asked questions such as 'Who knows what that is?' and 'Does anyone have a different answer?' The game was unrushed and the educator purposefully allowed children time to come up with their own answers and asked them further questions such as, 'Who has a cat at home?' and 'What is your cat's name?' All of the children had the opportunity to talk and listen. Educators intentionally left children to role play, experiment and explore alone and in groups so they could extend their own learning.
- The environment was intentionally organised to stimulate children's own learning and interests; for example, scales and weights were set-up and a measurement program on a whiteboard was available for children to explore and extend on their previous learning about weights and measurement.
- At all times, the educators were attuned to the children's individual learning opportunities and extended their conversations with provocations, discussion and extension. For example, an educator sitting with children at the coloured peg board table asked questions such as 'What's your plan?' and 'Can you explain?' to encourage children to verbalise what they were doing. A

small group of children went outside to do an obstacle course with an educator who was heard to continually challenge their abilities and ask the children questions such as, 'Can you go sideways, backwards? Is it easier, harder? Does it hurt your knees?' Children were observed to be actively engaged, having fun and involved in conversations. Educators introduced concepts such as colours, numbers, shapes, patterns, sounds, letters and words throughout play.

- Educators extended on children's interests from home. For example, a child brought in a book about dinosaurs which many of the children showed an interest in. Educators created an inquiry to find out what children know about dinosaurs and planned further activities and discussions from children's questions about where they come from and why they no longer existed.
- Educators extend children's interests and learning beyond the preschool to the community. An example started from children's interest in sea creatures, which developed into planned activities of crafts, making props for action songs, discussions on sea creatures and stories. An excursion to the beach was then planned with families to extend on these conversations and provide another environment to increase children's literacy skills.
- Children's agency was consistently supported, and children were treated as competent and capable. The program and educators' decisions and actions were all focused around the children's ideas, thoughts and needs to maximise their independence and learning. Children had choice in activities and actively participated in their own learning and development and were encouraged to be persistent. For example, a child attempting to make his own mask said to the educator 'I can't do it' and the educator responded 'What we'll do is have another go later. We won't give up will we?' The educator later explained that she will ensure the child continues to attempt to make the mask and also introduce other concepts, such as measurement. Children were independent in the meal time routines, including washing their hands, collecting their lunch boxes, eating the right choice of food and packing up. Children were very comfortable to make choices for themselves and required very limited instructions or times in which they needed to ask for help.

Quality Improvement Plan notes for Standard 1.2

| Standard 1.3 Educators and co-ordinators take a planned and reflective approach to implementing the program for each child. | | |
|--|--|-----|
| 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. | Met |
| 1.3.2 | Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation. | Met |
| 1.3.3 | Families are informed about the program and their child's progress. | Met |

Demonstration of Exceeding themes for Standard 1.3

| | |
|--|-----|
| Practice is embedded in service operations | Yes |
| Practice is informed by critical reflection | Yes |
| Practice is shaped by meaningful engagement with families and/or the community | Yes |

Standard 1.3 is rated

Exceeding NQS

Evidence for Standard 1.3

Each child's learning and development is evaluated, planned for and documented in a cycle of planning. Information about the child's participation in the program and their progress is shared with families.

The service is Exceeding NQS in Standard 1.3, as demonstrated in the QIP and the following practices:

- The service has an effective system to ensure each child's learning and development is captured in an ongoing cycle of planning and used to inform the program. Initial information about children's abilities, interests and individual requirements are included on the child's enrolment form. A speech therapist attends the pre-commencement transition visits to identify children that may require speech support, so that assistance can begin from commencement.
- Educators observe a focus group of children for two weeks and record observations for each child which are predominantly in relation to the child's specific term goals, parent goals and educator's goals from the Individual Learning Plan (ILP). Children's voice and ideas for their own learning are recorded on group inquiries which are displayed in the program book and on the wall, and educators record assessments of children's literacy and numeracy development. Each child is observed at least twice per term.
- Educators discuss children's learning informally daily to provide spontaneous learning opportunities. Observations, parent input, reflections in the program book, children's voice, and literacy and numeracy assessments are reflected on at the end of the two weeks by the two ECTs to determine each child's future learning, which is included on the next program. Reflection of children in groups is completed daily in the program and informs further group learning aims. The learning aims are also linked to the EYLF outcomes and individual children's further learning. Intentional teaching ideas are developed from these learning aims.

Educators reflect on the environment and what resources to add, remove or shift to best support the children. The ECTs and Educational Leader (EL) attend the LDAR workshops to improve their reflective practice.

- The service reflected on how they could improve parent involvement and input and have implemented the online Seesaw application to share children's learning and invite response. They have found that most parents use Seesaw and discuss the observations of their child during arrival and departure times. Photos and information in relation to children's learning, interests and voice are meaningfully displayed on the walls in positions relevant to the activities and easily understandable to families and children. Families are invited to speak with educators privately at the end of the sessions or informally at any time.

Quality Improvement Plan notes for Standard 1.3

Quality Area 1 summary

For Quality Area 1, is there a significant risk to the health, safety or wellbeing of children?

No

Regulation 62(2) prescribes that an Exceeding National Quality Standard rating may only be given for Quality Area 1 for an education and care service that educates and cares for children who are in the year that is 2 years before grade 1 of school if the service either provides a preschool program or has a documented arrangement with an approved provider of another education and care service to provide a preschool program and informs parents of this arrangement.

Does the service educate and care for children who are in the year that is 2 years before grade 1 of school?

Yes

Does the service have a preschool program? A preschool program means an early childhood educational program delivered by a qualified early childhood teacher.

Yes

Quality Area 1 is rated

Exceeding NQS

Quality Area 2 – Children’s health and safety

| Standard 2.1 | Each child’s health and physical activity is supported and promoted. | |
|--------------|---|-----|
| 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. | Met |
| 2.1.2 | Effective illness and injury management and hygiene practices are promoted and implemented. | Met |
| 2.1.3 | Healthy eating and physical activity are promoted and appropriate for each child. | Met |

Demonstration of Exceeding themes for Standard 2.1

| | |
|--|----|
| Practice is embedded in service operations | No |
| Practice is informed by critical reflection | No |
| Practice is shaped by meaningful engagement with families and/or the community | No |

Standard 2.1 is rated

Meeting NQS

Evidence for Standard 2.1

The service provides children with opportunities for rest and supports their health and wellbeing.

The service is Meeting NQS in Standard 2.1, as evidenced in the QIP and the following practices:

- Children could relax in the quiet reading area arranged with a sofa at one end of the room, purposefully positioned away from the role play and noisier activities. Small areas separated with furniture were available for children to play alone and engage in sedentary activities, such as cars and small animals. The children had about 10 minutes relaxation time prior to lunch, where they lay on the mat listening to a relaxation CD.
- Educators discussed appropriate clothing for the cold weather, such as wearing shoes outside. Children had independent access to the toilet at all times.
- Effective hygiene practices were followed. For example, tables were washed before and after meals, and children and educators washed their hands prior to eating or after going to the toilet.
- The service’s injury management procedures comply with regulatory requirements. The service has access to the school’s Senior First Aid Officer for any incidents that requires extra attention or if parents need to collect the child.
- The service did not currently have any children with health care needs, but the nominated supervisor and ECT had a health care plan and risk minimisation plan for a child with individual needs the previous term. All educators had current approved first aid, including emergency asthma and anaphylaxis training.

- Healthy food is promoted to families on enrolment and posters are displayed with healthy lunch box ideas. Regular discussion about healthy food and 'sometimes' food occurred throughout the day, including during meal times and planned activities, such as the Greedy Gorilla memory game. The service receives fruit from the community and families which allows educators to provide children without fruit a healthy option. The service has reflected on snack times due to some children not having breakfast and has changed fruit time to afternoon tea, and the more substantial snack to morning tea. They have found this successful for children's comfort and engagement in activities throughout the morning.
- Children are encouraged to engage in physical activity and are supported in their gross motor development, with opportunities such as obstacle courses, running, riding bikes and lifting a range of loose parts and equipment.

Quality Improvement Plan notes for Standard 2.1

| Standard 2.2 | | Each child is protected. |
|---------------------|---|---------------------------------|
| 2.2.1 | At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard. | Met |
| 2.2.2 | Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented. | Met |
| 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. | Met |

Demonstration of Exceeding themes for Standard 2.2

| | |
|--|----|
| Practice is embedded in service operations | No |
| Practice is informed by critical reflection | No |
| Practice is shaped by meaningful engagement with families and/or the community | No |

Standard 2.2 is rated

Meeting NQS

Evidence for Standard 2.2

Educators provide adequate supervision of children and ensure children are safe from harm and hazards. Emergency management procedures comply with regulatory requirements.

The service is Meeting NQS in Standard 2.2, as demonstrated in the QIP and the following practices.

- Educators were observed to position themselves and continually scan the areas so that children were kept in line of sight. When children made a cubby with sheets over a table, educators remained nearby where they could see inside.
- Children were supported to take supervised risks, such as climbing over frames and on the swings, and were advised of rules to keep them safe. Hazard checks of the environments are completed every morning.
- Chemicals are inaccessible to children.
- Since the 2016 A&R, emergency evacuation procedures are rehearsed and documented every term. Emergency evacuation maps and procedures are displayed in prominent positions near each exit of the premises.
- All educators have current Responding to Abuse and Neglect (RAN) training and are aware of their responsibilities in relation to identifying and responding to children at risk of abuse or neglect. The service delivers a child safe program to children and discusses mysteries, secrets and feelings. Prior to going on excursions, educators discuss child safe practices with volunteer families.

Quality Improvement Plan notes for Standard 2.2

Quality Area 2 summary

For Quality Area 2, is there a significant risk to the health, safety or wellbeing of children?

No

Quality Area 2 is rated

Meeting NQS

Quality Area 3 – Physical environment

| | | |
|---------------------|---|-----|
| Standard 3.1 | The design of the facilities is appropriate for the operation of a service. | |
| 3.1.1 | Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child. | Met |
| 3.1.2 | Premises, furniture and equipment are safe, clean and well maintained. | Met |

Demonstration of Exceeding themes for Standard 3.1

| | |
|--|----|
| Practice is embedded in service operations | No |
| Practice is informed by critical reflection | No |
| Practice is shaped by meaningful engagement with families and/or the community | No |

Standard 3.1 is rated

Meeting NQS

Evidence for Standard 3.1

The premises are suitable for the learning, development and wellbeing of children. The premises are kept clean and well maintained.

The service's QIP and authorised officer's observations undertaken during the visit indicate that the service has maintained practices which demonstrate the service is Meeting NQS in Standard 3.1.

Quality Improvement Plan notes for Standard 3.1

| | | |
|---------------------|---|-----|
| Standard 3.2 | The service environment is inclusive, promotes competence and supports exploration and play-based learning. | |
| 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. | Met |
| 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. | Met |
| 3.2.3 | The service cares for the environment and supports children to become environmentally responsible. | Met |

Demonstration of Exceeding themes for Standard 3.2

| | |
|--|----|
| Practice is embedded in service operations | No |
| Practice is informed by critical reflection | No |
| Practice is shaped by meaningful engagement with families and/or the community | No |

Standard 3.2 is rated

Meeting NQS

Evidence for Standard 3.2

The service's environment and resources support children to engage in play-based learning in built and natural environments. Children are supported to become environmentally responsible.

The service's QIP and authorised officer's observations undertaken during the visit indicate that the service has maintained practices which demonstrate the service is Meeting NQS in Standard 3.2.

Since the 2016 A&R, the service has reflected on the arrangement of the indoor environment and changed the position of the sofa and books to be located in the quiet end of the room. The home corner was moved to a central location so that educators could assess children's conversations as referred to in Standard 1.1.

Quality Improvement Plan notes for Standard 3.2

Quality Area 3 summary

For Quality Area 3, is there a significant risk to the health, safety or wellbeing of children?

No

Quality Area 3 is rated

Meeting NQS

Quality Area 4 – Staffing arrangements

| Standard 4.1 | Staffing arrangements enhance children's learning and development. | |
|--------------|--|-----|
| 4.1.1 | The organisation of educators across the service supports children's learning and development. | Met |
| 4.1.2 | Every effort is made for children to experience continuity of educators at the service. | Met |

Demonstration of Exceeding themes for Standard 4.1

| | |
|--|-----|
| Practice is embedded in service operations | Yes |
| Practice is informed by critical reflection | No |
| Practice is shaped by meaningful engagement with families and/or the community | No |

Standard 4.1 is rated

Meeting NQS

Evidence for Standard 4.1

The service employs educators with the required qualifications and skills to support children's learning and development.

The service's QIP and authorised officer's observations undertaken during the visit indicate that the service has maintained practices which demonstrate the service is Meeting NQS in Standard 4.1, with *Exceeding theme, practice is embedded in service operations* evident.

Since the 2016 visit, the ECT role is being shared by two ECTs. Children's transitions between care environments is supported with continuity of staff across playgroup, occasional care and the preschool. A Reception teacher relieves educators at lunch time to support children's transition to school.

Educators are all able to explain how their interaction with small groups benefits children's learning outcomes.

Quality Improvement Plan notes for Standard 4.1

| | | |
|---------------------|---|-----|
| Standard 4.2 | Management, educators and staff are collaborative, respectful and ethical. | |
| 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. | Met |
| 4.2.2 | Professional standards guide practice, interactions and relationships. | Met |

Demonstration of Exceeding themes for Standard 4.2

| | |
|--|-----|
| Practice is embedded in service operations | Yes |
| Practice is informed by critical reflection | No |
| Practice is shaped by meaningful engagement with families and/or the community | No |

Standard 4.2 is rated

Meeting NQS

Evidence for Standard 4.2

Educators work collaboratively, learn from each other and are guided by professional standards to inform their practices and interactions.

The service's QIP and authorised officer's observations undertaken during the visit indicate that the service has maintained practices which demonstrate the service is Meeting NQS in Standard 4.2, with *Exceeding theme, practice is embedded in service operations* evident.

Since the 2016 visit, School Services Officers (SSOs) have been given extra hours to attend a preschool staff meeting to reflect on children's learning, reflective practice and any issues. The ECTs attend the Professional Learning Community meetings twice a term with the junior primary school, where they join in professional development and discussions with teachers. After lunch, preschool educators separate to discuss practices with the Department for Education's educational leader.

Through reflection by the ECTs and nominated supervisor, the educators were given paid time off the floor at the end of the day and to attend meetings so that they could participate in decisions regarding service decisions, the environment and the program.

The ECT and EL participated in a tour of other services in their partnership to observe and share practices.

Quality Improvement Plan notes for Standard 4.2

Quality Area 4 summary

For Quality Area 4, is there a significant risk to the health, safety or wellbeing of children?

No

Quality Area 4 is rated

Meeting NQS

Quality Area 5 – Relationships with children

| | | |
|---------------------|---|-----|
| Standard 5.1 | Respectful and equitable relationships are maintained with each child. | |
| 5.1.1 | Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included. | Met |
| 5.1.2 | The dignity and rights of every child are maintained. | Met |

Demonstration of Exceeding themes for Standard 5.1

| | |
|--|-----|
| Practice is embedded in service operations | Yes |
| Practice is informed by critical reflection | Yes |
| Practice is shaped by meaningful engagement with families and/or the community | Yes |

Standard 5.1 is rated

Exceeding NQS

Evidence for Standard 5.1

Educators consistently support children to feel secure and confident, and always maintain their dignity and rights.

The service's QIP and authorised officer's observations undertaken during the visit indicate that the service has maintained practices, which demonstrate the service is Meeting NQS in Standard 5.1, with *Exceeding theme, practice is embedded in service operations* evident.

Educators interactions with children aligns with all aspects of the service's philosophy statement, especially in relation to secure, respectful and reciprocal relationships, treating children as capable and competent and respecting diversity.

A review of the feedback sent following the draft assessment and rating report has been conducted with the following outcome reached:

Evidence provided during feedback does support changing Exceeding themes 2 and 3.

Therefore the rating for this Standard has changed to Exceeding NQS.

Quality Improvement Plan notes for Standard 5.1

| | | |
|---------------------|---|-----|
| Standard 5.2 | Each child is supported to build and maintain sensitive and responsive relationships. | |
| 5.2.1 | Children are supported to collaborate, learn from and help each other. | Met |
| 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. | Met |

Demonstration of Exceeding themes for Standard 5.2

| | |
|--|-----|
| Practice is embedded in service operations | Yes |
| Practice is informed by critical reflection | Yes |
| Practice is shaped by meaningful engagement with families and/or the community | Yes |

Standard 5.2 is rated

Exceeding NQS

Evidence for Standard 5.2

Children are supported in their social skills and self-regulation to form meaningful relationships with other children.

The service's QIP and authorised officer's observations undertaken during the visit indicate that the service has improved practices since the 2016 visit, which demonstrate the service is Exceeding NQS in Standard 5.2. Additional practices include:

- All educators consistently supported children to collaborate, learn from and help others. For example, a child made a plan of how he wanted an area in the yard to look and an educator supported him and two others to collaborate and discuss what they needed. The children found some planks of wood and the educator further supported the children to problem solve and work together to shift the planks, continually reminding them to work towards their goal.
- Educators reflected on how they could further support children to learn in groups and as an outcome introduced small group times to allow children more opportunities to ask questions, respond, listen, help and respect other children's views. For example, through reflective practice educators identified that children engaged in more sustained conversations with each other during role play, so to benefit the children's literacy skills they ensure children always have opportunity for role play.
- The service supports children with behavioural requirements by organising meetings between the family, educators and behaviour specialist to develop consistent strategies between the child's environments. Educators teach children to regulate their behaviour and develop social skills through Program Achieve, using puppets, role modelling and teaching children language to describe their actions and behaviours.

Quality Improvement Plan notes for Standard 5.2

Quality Area 5 summary

For Quality Area 5, is there a significant risk to the health, safety or wellbeing of children?

No

Quality Area 5 is rated

Exceeding NQS

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. | |
|--------------|---|-----|
| 6.1.1 | Families are supported from enrolment to be involved in the service and contribute to service decisions. | Met |
| 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. | Met |
| 6.1.3 | Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing. | Met |

Demonstration of Exceeding themes for Standard 6.1

| | |
|--|----|
| Practice is embedded in service operations | No |
| Practice is informed by critical reflection | No |
| Practice is shaped by meaningful engagement with families and/or the community | No |

Standard 6.1 is rated

Meeting NQS

Evidence for Standard 6.1

The service supports families to contribute to their child's learning and development and to be involved in service decisions.

The service's QIP and authorised officer's observations undertaken during the visit indicate that the service has maintained practices, which demonstrate the service is Meeting NQS in Standard 6.1.

Since the 2016 visit, the service has implemented an online application, Seesaw, to improve parent's engagement with their child's learning and to encourage their input. Educators are finding that families are talking to them more about the photos, learning stories and their child's participation, during arrival and departure times.

Quality Improvement Plan notes for Standard 6.1

It is recommended that the service:

- as a team engage in robust debate and discussion about the service's approach to engaging with families and supporting their participation at the service.
- continue to reflect on ways to draw on the knowledge and skills of families to provide thoughtful and tailored opportunities for each family to participate in the service.

| Standard 6.2 | Collaborative partnerships enhance children's inclusion, learning and wellbeing. | |
|--------------|---|-----|
| 6.2.1 | Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities. | Met |
| 6.2.2 | Effective partnerships support children's access, inclusion and participation in the program. | Met |
| 6.2.3 | The service builds relationships and engages with its community. | Met |

Demonstration of Exceeding themes for Standard 6.2

| | |
|--|-----|
| Practice is embedded in service operations | Yes |
| Practice is informed by critical reflection | No |
| Practice is shaped by meaningful engagement with families and/or the community | No |

Standard 6.2 is rated

Meeting NQS

Evidence for Standard 6.2

The service is committed to maintaining partnerships with the school, support agencies and the community to enhance children's transitions, inclusion, learning and wellbeing.

The service's QIP and authorised officer's observations undertaken during the visit indicate that the service has maintained practices, which demonstrate the service is Meeting NQS in Standard 6.2, with *Exceeding theme, practice is embedded in service operations* evident.

Quality Improvement Plan notes for Standard 6.2

It is recommended that the service

- continues to seek out and build new community partnerships in response to the perspectives, priorities and strengths of the children and families at the service
- continues to reflect on ways to strengthen their commitment to building and sustaining reciprocal relationships with community groups.

Quality Area 6 summary

For Quality Area 6, is there a significant risk to the health, safety or wellbeing of children?

No

Quality Area 6 is rated

Meeting NQS

Quality Area 7 – Governance and leadership

| Standard 7.1 | Governance supports the operation of a quality service. | |
|--------------|---|-----|
| 7.1.1 | A statement of philosophy guides all aspects of the service's operations | Met |
| 7.1.2 | 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 are clearly defined, and understood, and support effective decision making and operation of the service. | Met |

Demonstration of Exceeding themes for Standard 7.1

| | |
|--|----|
| Practice is embedded in service operations | No |
| Practice is informed by critical reflection | No |
| Practice is shaped by meaningful engagement with families and/or the community | No |

Standard 7.1 is rated

Meeting NQS

Evidence for Standard 7.1

The school principal provides overall governance of the service and is the nominated supervisor and educational leader. The principal manages the day-to-day operations of the service, while the ECTs manage the educational program. The governance and leadership of the service supports the operation of a quality service.

The service is Meeting NQS in Standard 7.1, as demonstrated in the QIP and the following practices:

- The service has reviewed and updated their philosophy in collaboration with a group of five parents to contain less jargon and to be easier for everyone to understand. The philosophy reflects the principles, practices and outcomes of the EYLF and the school's vision statement. It was evident that all statements within the philosophy guided educators' practices.
- Policies and procedures are reviewed annually and were last reviewed in October 2018. These policies are available for families in a folder in the foyer. The nominated supervisor and authorised officer discussed the review of the Child Protection Policy which will include the recent updates. Staff and children's records are stored in a locked office to maintain confidentiality.
- Comprehensive risk assessments are completed for excursions and families participating in the excursion are informed of the strategies to keep children safe. Children attend sites within the school grounds and it was recommended to the nominated supervisor that risk assessments could be completed for these areas as children are less familiar with them.

- The service has an effective complaints and grievance procedure and all family feedback is addressed promptly, and if required, included as improvements within the QIP.
- Educators are initially recruited in temporary positions either within the school or preschool and offered permanent positions at the preschool if their practices align with the service philosophy and they fit the dynamics of the team. Educators are aware of their roles and responsibilities through an induction conducted by the nominated supervisor or the SSO line manager. New educators are initially buddied with other educators.

Quality Improvement Plan notes for Standard 7.1

It is recommended that the service engage in regular reviews of systems, policies and procedures to ensure they are effective and are responsive to feedback identified through the service's risk management and quality improvement systems.

| Standard 7.2 | Effective leadership builds and promotes a positive organisational culture and professional learning community. | |
|--------------|---|-----|
| 7.2.1 | There is an effective self-assessment and quality improvement process in place. | Met |
| 7.2.2 | The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle. | Met |
| 7.2.3 | Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development. | Met |

Demonstration of Exceeding themes for Standard 7.2

| | |
|--|-----|
| Practice is embedded in service operations | Yes |
| Practice is informed by critical reflection | Yes |
| Practice is shaped by meaningful engagement with families and/or the community | No |

Standard 7.2 is rated

Meeting NQS

Evidence for Standard 7.2

The service provides effective leadership to the service and encourages a culture of continuous improvement.

The service is Meeting NQS in Standard 7.2, with *Exceeding themes, practice is embedded in service operations and practice is informed by critical reflection* evident, as demonstrated in the QIP and the following practices:

- The nominated supervisor, preschool educators and the preschool parent governing council representative developed the QIP, together with family input from the parent survey and have made it available for families to view in the front of the programming book. It was evident that the QIP guides improvement at the service through regular progress notes being documented; for example, the service's priority to extend children's literacy was documented with strategies and updated with those strategies that have occurred and how it was achieved. Educators reflect on the QIP and complete a self-review of the service's practices three times a term.
- The EL provides leadership and mentoring to the ECTs and educators and ensures the educational program they develop is in line with the school's vision and the outcomes of the EYLF. The EL attends professional development and partnership meetings with the ECTs so that they can learn together and work collaboratively; for example, the EL attends the LDAR workshops with educators to work in partnership in their reflective practice. As referred to in Standard 4.2, the educators were rostered time off the floor to contribute to discussions and meeting regarding assessment and the planning cycle.
- ECTs performance are regularly evaluated by the nominated supervisor and the educators/SSOs performance review is conducted by their line manager and the nominated supervisor. Written feedback is provided twice a year where goals and professional

development opportunities are identified. One goal is aligned to the QIP and one is a personal goal for the educators development.

Quality Improvement Plan notes for Standard 7.2

It is recommended that the service continues to reflect on ways to support families and the community to provide feedback on quality improvements for the service and actively consider this feedback as part of the regular cycle of self-assessment

Quality Area 7 summary

For Quality Area 7, is there a significant risk to the health, safety or wellbeing of children?

No

Quality Area 7 is rated

Meeting NQS

Assessment and rating summary

| | |
|--------------------------------|----------------------|
| Quality Area 1 is rated | Exceeding NQS |
| Quality Area 2 is rated | Meeting NQS |
| Quality Area 3 is rated | Meeting NQS |
| Quality Area 4 is rated | Meeting NQS |
| Quality Area 5 is rated | Exceeding NQS |
| Quality Area 6 is rated | Meeting NQS |
| Quality Area 7 is rated | Meeting NQS |
| Overall rating | Meeting NQS |

Quality improvement plan notes summary

Quality Area 1

Standard 1.1

Standard 1.2

Standard 1.3

Quality Area 2

Standard 2.1

Standard 2.2

Quality Area 3

Standard 3.1

Standard 3.2

Quality Area 4

Standard 4.1

Standard 4.2

Quality Area 5

Standard 5.1

Standard 5.2

Quality Area 6

Standard 6.1

It is recommended that the service:

- as a team engage in robust debate and discussion about the service's approach to engaging with families and supporting their participation at the service.
- continue to reflect on ways to draw on the knowledge and skills of families to provide thoughtful and tailored opportunities for each family to participate in the service.

| | |
|------------------------------|--|
| <p>Standard 6.2</p> | <p>It is recommended that the service</p> <ul style="list-style-type: none"> • continues to seek out and build new community partnerships in response to the perspectives, priorities and strengths of the children and families at the service • continues to reflect on ways to strengthen their commitment to building and sustaining reciprocal relationships with community groups. |
| <p>Quality Area 7</p> | |
| <p>Standard 7.1</p> | <p>It is recommended that the service engage in regular reviews of systems, policies and procedures to ensure they are effective and are responsive to feedback identified through the service’s risk management and quality improvement systems.</p> |
| <p>Standard 7.2</p> | <p>It is recommended that the service continues to reflect on ways to support families and the community to provide feedback on quality improvements for the service and actively consider this feedback as part of the regular cycle of self-assessment</p> |