

Service philosophy

Service Philosophy

Bottleforest Long Day Care Centre is committed to providing children with a nurturing, educational early childhood program within an aesthetically pleasing and stimulating environment. By working in partnership with parents and families, we will provide continuity of care from their home into the centre by adapting family strategies and by sharing our knowledge and practices with families.

Educators at Bottleforest Long Day Care Centre believe that child development is best promoted when children feel safe and secure enough to interact with peers and carers and to explore their learning environment. Genuine relationships with families support the foundations for children's trust and relationships with their primary carers. By acknowledging that families know their children better than anyone, and that parents have the best intentions for their children, we can honour parental input and establish authentic relationships with families and therefore with their children.

Bottleforest Long Day Care empowers parents and families to be decision makers and actively engage in the centre program, service philosophy and policy development. We are committed to quality improvement and individualising our interactions and communication channels with families will optimise their input, contribution and feedback to the service program and quality of care provided. Australia is signatory to the United Nations Convention for the rights of the child, and as educators, and as per article 3 of the convention, the child's best interests ultimately take precedence when considering and establishing best outcomes for children.

The Early Years Learning Framework is the heart of our provisions and interactions for children, and we aim to nurture children's sense of Belonging, Being and Becoming by encouraging their curiosity, valuing their creativity, extending their spirits and by supporting their moral development. Fostering children's sense of wellbeing and sense of responsibility for their health, educators promote children's healthy eating, personal hygiene, physical health and activity through our pedagogy and practice.

As early childhood professionals, we are committed to providing for and observing children's interests and development and recording children's learning. We believe that children's interests are influenced by many other significant experiences and individuals outside of the centre, and therefore link the program and their achievements with the like, simultaneously promoting children's self-esteem and sense of self. We also acknowledge that children can belong to more than one community and we seek to make connections with the multiple communities that children belong to.

We are committed to supporting children's being with peers and educators and acknowledge that their early childhood education provides opportunities for children to develop their interpersonal and intrapersonal skills & skills for the now and for the future. This principle is embedded in our planned and spontaneous intentional teaching practices. Our intention also, is to empower children to become active members of the communities in which they belong and participate in community initiatives or even initiate them themselves.

Our service provisions and cohorts reflect cultures within the wider community. Sotto and Swadener (2002) have found that very young children are not only already aware of ethnic and racial differences but have also internalised societal views on multiculturalism. Regular opportunities to interact with culturally diverse individuals are found to be the best ways to teach appreciation for diversity multiculturalism (Sotto & Swadener, 2002) and we are delighted this is a feature offered within the context of our service.

As early childhood educators, we support one another, encourage collegial development and celebrate our milestones and achievements. We believe that feeling our best helps us to do our best, and this provides for optimum child development. Children thrive in harmonious learning environments and our aim is collegial cohesion and cohesive working environments that will facilitate this through continuity of care and contented educators.

Quality Area 1 - Educational program and practice

Law and Regulations

Law (S)/Regulation (R)	NQS	Does your service meet legislative requirements?	Assessment
S.168	STD1.1	Is either the Early Years Learning Framework (EYLF) or My Time, Our Place: Framework for School Age Care used to guide the development of the program?	Compliant
R.73	STD1.1	Have you developed a program that contributes to each child's learning and development outcomes outlined by the learning framework?	Compliant
R.75	STD1.3	Is the information about the program displayed in a place at the service that is accessible to parents? Is a copy of the program available for inspection on request: <ul style="list-style-type: none"> at the service for long day care, preschool or outside school hours care, OR 	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 	Compliant

Law (S)/Regulation (R)	NQS	Does your service meet legislative requirements?	Assessment
R.74	STD1.3	If you have children who are preschool age or younger, do you document: <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	Compliant

Steps being taken to rectify Non-Compliance

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STD1.1 - The educational program enhances each child's learning and development.

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
1.1.1	1.1.1 - Approved learning framework	Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.	Met

Identified Evidence and /or Key practices
Educator's link observation to the Early Years Learning Framework when documenting observation on the Hub Hello app which are then shared with families via the online platform. Information about the Early Years Learning Framework is on the website enrolment policies page which is sent to families in the welcome pack.
All Educators across the service are encouraged to plan and implement experiences based on their interests and abilities. These plans are shared with families on the programming board within each room.

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
1.1.2	1.1.2 - Child-Centred	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.	Met

Identified Evidence and /or Key practices

upon enrolment families are sent a digital enrolment form, on this form we ask families to list their personal Cultural background as well as their child's.

The flexibility of our programming allows the delivery to incorporate children's ideas and interests and ensures that the experiences are relevant and engaging. The program plan allows repeating, revisiting and adding to projects or experiences that have been initiated by children.

During special cultural events we invite families to share with us ways in which they celebrate different cultural events at home via posts on Hub Hello. Family input is added to a post it on the programming board within each room.

Educator's work closely with inclusion support professionals and children's individual support therapists to help include all children's diverse needs and abilities. We have had speech therapists come into the service and do sessions with children, when children start therapy we discuss this option with them. When children are undergoing initial assessment Educators complete questionnaires relating to the child's abilities at the service.

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
1.1.3	1.1.3 - Program learning opportunities	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.	Met

Identified Evidence and /or Key practices

Bottleforest implements the Pre Lit program, a phonological awareness program that implements a skills-based approach that lays a strong foundation for children to learn to read. This program is implemented with the children whom are transitioning to school the following year.

Our school readiness program provides children with many opportunities throughout the day to see their name, practice writing their name, use scissors and other drawing tools. We also do letter of the week news where children are encouraged to bring in an item from home that starts with the letter of the week. We implemented this after finding children were often bring the same toy for news every week and the children were losing interest.

When we have planned events we will start with some intentional teaching experiences and then allow the plan to grow based around children's engagement and interest. This plan is shared with families on the classroom program and via Hub Hello

Educators always give children a 5 minute warning before pack away time, in the time we explain to children to finish what they are currently working on and not commence anything new. We have received feedback from families stating that they are doing this at home too and have found it an effective tool.

In the Cuddlepies room we hold a progressive afternoon tea, this meal time allows the children the opportunity to decide if they are hungry and want to eat right away or if they want to continue playing for a time during a 30 minute period. We started doing this after children expressed concern that they weren't finished playing when it was time to eat, afternoon tea generally consists on a meal that doesn't have to be consumed right away so it is safe to have meals waiting for children.

STD1.2 - Educators facilitate and extend each child's learning and development.

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
1.2.1	1.2.1 - Intentional teaching	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.	Met

Identified Evidence and /or Key practices

Conversations with families often contribute to our intentional teaching practices. They may raise issues of concern or topics of particular interest in relation to their children. Educators will plan to implement this topic via the planning pinboard and reflected on plan implantation after plan has been implemented.

Children's voices are used when planning intentional teaching practices, generally children will discuss a particular topic of interest. Educator's will plan to incorporate this topic into the program in a child-centred and play based way.

All educators are purposeful and thoughtful in their decisions and actions with children, respond to children's ideas and extend their learning through meaningful interactions, open ended questions, feedback and the provision of resources. Curriculum decisions are made from an informed and responsive educational standpoint that places the child at the center of learning.

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
1.2.2	1.2.2 - Responsive teaching and scaffolding	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.	Met

Identified Evidence and /or Key practices
During induction all educators are encouraged to not only supervise children in all environments within the service but to also actively engage in play and experiences with the children.
The programming cycle allows for children's ideas and interests to be planned for and implemented and uninterrupted. The flexibility of our program plan allows experiences to be implemented for a short period of time or a longer period of time depending on children's interest in the experience. Plans can easily be added to by adding an additional post it note.

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
1.2.3	1.2.3 - Child directed learning	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.	Met

Identified Evidence and /or Key practices
Within the Cuddlepies room we hold a progressive afternoon tea which gives the children the opportunity to choose to eat or continue with play during a period of time. We implemented this flexible meal time after reflection with our past inclusion support professional after noting that many children were disappointed to leave play at this time and transition to the meal.
Children's voices are incorporated on the planning and programming board, often children will request certain toys from the store room, our responsive educators will set up these experiences within the environment and add post its to the plan incorporating children's voices.

STD1.3 - Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
1.3.1	1.3.1 - Assessment and planning cycle	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.	Met

Identified Evidence and /or Key practices

During the implementation process we decided to use a diary within each classroom to store the post it note plans in after they had been implemented. The diary has space for critical reflection on each plan where educator's comment on what worked, what didn't and what they would change next time.

Educator's have focus children assigned to them whom are the children that they observe each month, this allows educators to develop a strong and more holistic understand of children's strengths, weakness and areas where they maybe excelling or need support.

Regular training on the center planning cycle is discussed with staff upon induction and at team training. At team training we have time for staff to implement their feedback and suggestions.

After participating in the Quality Improvement Program we developed and implemented our reflective, interactive and flexible cycle of planning. The planning cycle is child-centered and builds on the interest, knowledge, ideas, culture and abilities of each child in a play based way. This is discussed with educators upon induction and in more depth at staff meetings. The programing is displayed for families within each class environment and family input into the program is added to the program.

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
1.3.2	1.3.2 - Critical reflection	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.	Met

Identified Evidence and /or Key practices
During the implementation process we decided to use a diary within each classroom to store the post it note plans in after they had been implemented. The diary has space for critical reflection on each plan where educator's comment on what worked, what didn't and what they would change next time.
After some discussion amongst with staff we developed a brainstorming critical reflection whiteboard that is located in the office for all educators to contribute their ideas anonymously. Any educator can write a question on the board and they may stem from a discussion between educators, families or children, any issue an individual educator may notice with the program, be raised during professional development or articles read, we also use question cards from the quest for quality game.

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
1.3.3	1.3.3 - Information for families	Families are informed about the program and their child's progress.	Met

Identified Evidence and /or Key practices
We use the online portal HubHello to share information with families, dairy journals with photos and a blurb about each day and each child has an observation written about them each month. All families receive information upon enrolment to join HubHello and all Educator's are added to the platform and receive training at induction. Hub hello has the function for families to comment on their children observation or learning story.
At the end of every year the ECT completes the Transition to School Statement for all children progressing to primary education. These statements are not only shared with the child's school but via Hub Hello with families so they can see and comment on their progress, this was something we did after families showed curiosity in reading the reports.

Continuous Improvement Opportunities

Continuous Improvement Opportunities

Standard/Element	Issues identified during selfassessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this	Success Measure	By when?	Date Created	Progress Notes	Status
1.2.	All Educator's using the program the same way so it is embedded across the service	For the program to be consistent across all rooms and used by all educators	High	Staff meeting and training	The program in each room is up to date and contributed to regularly	July 2024	7/9/24 11:10 AM	We held a staff meeting on the 26th of June - all members of the team were in attendance	Completed
1.3	Limited family input into the program	To get more family involvement in the program	High	Share with families how to comment on HubHello post and observation post. Inviting families to contribute any feedback they may have on the program. Tell families about the programs location.	Having more feedback from families in relation to the program.	Within the next few months	7/9/24 11:15 AM	Alisha made a post to Hub Hello telling families where the program is located	In progress
1.1.1	Update and review philosophy including children, staff and families in the review	To have a reviewed and updated plan that incorporates children's voices and input from both families and educators	High	Review the philosophy at our next staff meeting - share with families and asked for feedback - discuss concepts of the philosophy with the children	A updated Philosophy	The end of August 2024	7/9/24 11:18 AM		In progress

Quality Area 2 - Children's health and safety

Law and Regulations

Law (S)/Regulation (R)	NQS	Does your service meet legislative requirements?	Assessment
R.77	STD2.1	Is food stored, handled and served safely?	Compliant
R.90-91, R.162	STD2.1	Have you ensured that all educators and families are aware of the medical conditions policy and always follow it?	Compliant
R.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.84A-B, R.168(2)(a)(v)	STD2.1	Have you ensured that you meet each child's need for sleep and/or rest? Have you ensured that all educators and families are aware of the sleep and rest policy and procedures and always follow them?	Compliant
R.80	STD2.1	Do you display an accurate menu if you provide food at your service?	Compliant

Law (S)/Regulation (R)	NQS	Does your service meet legislative requirements?	Assessment
S.165	STD2.2	Have you ensured that educators are supervising children effectively?	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.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.85-87	STD2.1	Have you ensured that all educators follow service procedures in the event of an accident, injury or illness?	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

Law (S)/Regulation (R)	NQS	Does your service meet legislative requirements?	Assessment
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?	Not Applicable
R.97-98	STD2.2	Have you ensured that plans are developed to manage emergencies and evacuations and are displayed near each exit? Do you conduct a risk assessment at least every 12 months to identify the potential emergencies that could occur at your service? Are emergency and evacuation procedures practiced at	Compliant
R.100-102	STD2.2	Have you ensured that all educators follow service procedures in relation to excursions, including obtaining authorisations and conducting appropriate annual risk assessments?	Compliant
R.84, S.162A	STD2.2	Have you ensured that all staff members, volunteers and students are aware of their child protection responsibilities? Have you ensured that all persons in day-to-day charge, nominated supervisors, and FDC co-ordinators have completed an approved child protection training course as required in	Compliant
R.99	STD2.2	Have you ensured that all educators follow service procedures about the delivery and collection of children from the service?	Compliant

Law (S)/Regulation (R)	NQS	Does your service meet legislative requirements?	Assessment
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
R.84C	STD2.2	Do you conduct a sleep and rest risk assessment at least every 12 months and as soon as required? Does your risk assessment consider the required matters?	Compliant
R.97(1)	STD2.2	If your service is located in a multi -story building shared with other occupants and with no direct exit to an assembly area, do your evacuation procedures include the required information?	Not Applicable
R.102A-F	STD2.2	Are there clear policies and procedures in place to ensure all requirements are met in relation to the transportation of children other than as part of an excursion. This includes embarking and disembarking at the service premise, risk assessments, authorisations, safe arrival of children.	Compliant
R.168	STD2.2	Have you ensured that all educators follow service procedures in relation to providing a child safe environment, including the promotion of a culture of child safety and wellbeing, and the safe use of online environments?	Compliant

Steps being taken to rectify Non-Compliance

STD2.1 - Each child's health and physical activity is supported and promoted.

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
2.1.1	2.1.1 - Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.	Met

Identified Evidence and /or Key practices

After educators participated in SIDS training the BB room families are encouraged to bring a safe "Sleeping bag". Upon enrolment Educator's discuss the temperature of the cot room so families can make the decision of what TOG sleeping bag.
In the SP CP room families are encouraged to pack a sleeping bag, fitted cot sheet and light blanket or top sheet in summer and a warmer blanket over winter. This is discussed upon enrolment.
Sleeping spaces are ventilated with natural air for comfort.

Upon enrolment in the welcome pack families are asked to pack a change of clothing for their children. We also have an extensive range of spare clothes in a variety of sizes and for all seasons. At once stage Educator's discussed replenishing our stock we decided to ask families to donate clothes that no long fit their children to be sustainable.

Some children show signs of tiredness before the allocated sleep/rest period, we have individual conversations with families where required about flexible sleep times. Educators make provision so the children can sleep when tired and save meals for after sleep. After discussion with Lynda should the meal not be fit for keeping and reheating there will be bread in the freezer for toast to be made after the child wakes up.

On tours and orientation many families discussed the use of white noise, relaxing music, meditations and sleep stories for sleep. We reflected on the appropriate way to deliver this and some form of white noise or relaxing sounds are played in each sleeping environment either via white noise machine or over speakers connected to the tablets.

In the BB room Educator's follow children's home routines. Children's sleep/eat routines are discussed with families on orientation days (1 hour stay and play the week before care commences) the cot room is available at all times throughout the day so children can access

Identified Evidence and /or Key practices

sleep as they need to.
In the CP and SP room we have dedicated quiet time where all children are provided with a quiet and comfortable space for sleep, rest or relaxation, families requests are considered in relation to this.

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
2.1.2	2.1.2 - Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.	Met

Identified Evidence and /or Key practices

In the Snugglepots and Cuddlepies environment we have sinks and hand dryer at children's level. Taps are push style to allow independence we changed these after we found children were leaving turn taps on and water flowing. This bathroom is always accessible to the children, there is never a time when they can not access the hand washing facilities. In the babies room children's hands and faces are wiped clean with an individual washable cloth before meals and throughout the day.

Lynda cooks all meals on site. When renewing her Food Safety Supervisor Certificate Lynda discussed with Alisha also getting her certificate so should Lynda be away Alisha will be on site and hold the certificate. All staff have safe food handling certificates or are working towards them in their studies. When menus are changed we share the proposed changes with families and ask for input or feedback.

Tissues, gloves, wipes and other personal hygiene items are accessible around the service to both Educator's and children where appropriate. Older children are encouraged by educators to help themselves and younger children are supported or assisted by educators.

Identified Evidence and /or Key practices

Meals for children with allergies are served in yellow bowls, plates or cup in the same shape and style as the other children. This is to alert educators of an allergen food but not stand out so much as to excluded children with food allergies. Where possible meals are mostly the same with minor changes. Children's individual dietary needs are discussed with families upon enrolment and as required if things change.

All children with allergies or intolerances have medical condition risk minimisation plans that are created in consultation with individual families. These are

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
2.1.3	2.1.3 - Healthy lifestyle	Healthy eating and physical activity are promoted and appropriate for each child.	Met

Identified Evidence and /or Key practices

Water is accessible to all children at all time throughout the day. In the Cuddlepies room the children are encouraged to drink lots of water and they receive a sticker on their drink bottle when they have a water refill.

Educators and families are encouraged to share Cultural food experiences with the children (we post via Hub Hello asking families) - At Easter Alisha shared with the children about her families Austrian tradition of dyeing boiled eggs and playing a game with them and then eating. This was shared on Hub Hello with the families and we had some feedback that one of the children spoke about this at home that evening and thanked Alisha for sharing her cultural heritage.

Identified Evidence and /or Key practices

Educators discuss healthy eating at all meal times and role model healthy eating with their own snacks and eating the meals with the children. Children occasionally participate in healthy eating "challenges" ie coles lunchbox challenge campaign.
The menu follows healthy eating guidelines and is shared with Ally from Munch and Move for review when changes are made.

In the Cuddlepies room we hold a progressive afternoon tea where the children have the choice within a time period to choose if they eat or continue engaging in play. This was decided upon after consultation with our Inclusion Support Professional with the goal of minimising wind up behaviors that were happening at this time. Generally the afternoon tea can stay out of the fridge for a period of time without spoiling.

STD2.2 - Each child is protected

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
2.2.1	2.2.1 - Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.	Met

Identified Evidence and /or Key practices

The environment has been constructed so that nappy change and toileting facilities are visible by other educators from other vantage points within the environment. The stations where staff locate themselves while outside ensure that the bathroom is visible at all things while outside.

The outside playground environment are protected from the sun via large shade sails that cover a large percentage of the outdoor environment. Where the shade does not cover Educator's use umbrellas and other sun blocking tools. The Sun Smart app is installed on all service devices and educators are encouraged to check before going outside.

Daily safety checks are conducted by the people on the open shift and any issues are reported to AP via the Bottleforest Maintenance chat ASAP. Any concerns about hazards or safety by families are discussed by senior staff and actioned as appropriate.

Both outdoor areas have a diagram to show educators the best places to locate themselves around the playground. These are pointed out to and discussed with new educators during their induction.

Upon enrolment we encourage families to add up to 8 emergency contacts to their child's enrolment form. When someone collects children from the service for the first time educators must be informed by the child's primary care givers and produce ID that is cross checked and taken a photo of on the center device. This is discussed upon enrolment as well as when staff are notified that someone different will be collecting the children for the day.

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
2.2.2	2.2.2 - Incident and emergency managment	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.	Met

Identified Evidence and /or Key practices

All injuries are documented online via Hub Hello for families, they receive a notification upon pick up and educators will discuss the incident verbally with them. All educator's are encouraged to have current first aid training but at least one educator trained in first aid is on site at all times. If a child has any sort of injury to their head or visibly bad injury to their body families are called as a courtesy and where required asked to collect children.

After training with the NSW ruraly fire service (Scott Deller at the time) all the center tablets have wifi connection as well as data sims so that we can access Hub Hello and get emergency contacts in the event of an emergency and notify families via these devices either via a post to Hub hello or a phone call. Nominated Supervisor also carries a center mobile phone with her that has wifi and also mobile data.

Families are informed via Hub Hello of any incidents resulting in emergency services being required by the responsible person for the day, we implemented this after an event where an ambulance was called for a child which caused many questions from the other children.

After consultation with a compliance officer a shortened version of the lock down and evacuation policy called "What to expect...." Is displayed in each room near the exit. This is discussed with educators upon induction.

Lock down and evacuations are conducted every three months on different days of the week to ensure that all children have the opportunity to practice. The drill dates are written in the office diary for the entire year at the beginning of the year. Staff are encouraged to hold spontaneous drills throughout the year. All drill are evaluated and filed in the folder on the shelf in the office. Families are informed via the daily journal.

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
2.2.3	2.2.3 - Child protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.	Met

Identified Evidence and /or Key practices

Comments from families be they positive or negative are shared where appropriate on group chats so that all educators are aware of any issues brought up by families and areas in which we can improve.

Every room creates a daily journal of photos and a story about the day that is posted to Hub Hello. On children's first day we make a point of sending a private message with some photos to families to share that children have settled in and are having a good time. Educators also encourage families to call and check in if their child has had a difficult drop off.

All members of the team are encouraged to participate in annual Child Protection refresher training. We use the Department of Education through the MYPL portal as well as private training organization right approach when there has been major changes to laws or we have had new staff come onboard. Upon induction we ensure that in their studies educators have completed child protection training.

Continuous Improvement Opportunities

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Standard/Element	Issues identified during selfassessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this	Success Measure	By when?	Date Created	Progress Notes	Status
2.2.3	All educators need to undertake child protection refreshers.	For all educators to be trained and confident in their ability to identify and respond to issues of child protection.	Medium	Training either in educators studies, from private RTO's or the Department of Education			5/21/24 4:16 PM		In progress
2.1.1	Ensuring that all educators are aware of children's individual medical conditions management plans	For everyone to be aware of individual plans	High	Alisha to add all the plans for staff to review to the padlet platform and for staff to sign after reading	To have all staff signed off on the documentation	July 2024	7/9/24 11:21 AM	Alisha shared the padlet link via a QR code on the sign in and out sheet and the team was very fast to read and respond to the documents	Completed
2.1.1	Sharing of policies with families	For all families new and old to be aware of current policies	High	Alisha has updated the website to included a page that contains a selection of our policies and procedures. This is share with families as policies are updated and	For all families to beware of policies and contribute their feedback.	June 2024	7/9/24 11:25 AM	Alisha updated the welcome pack with the link to the website and also shared a post of hubhello for families already enrolled in the service.	Completed

Continuous Improvement Opportunities

Standard/Element	Issues identified during selfassessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this	Success Measure	By when?	Date Created	Progress Notes	Status
				within our welcome pack upon enrolment.					
2.1.2	No where to lock medication within the fridge	To have lockable boxes in each fridge for children's medication	High	Lynda to purchase lockable boxes that will allow the cool from the fridge to penetrate and reach the medication inside	To have lock boxes in use when we have children's medication to store	ASAP	7/9/24 11:28 AM	Lynda has purchased the boxes there is one in the babies room and one in the fridge out the back. Keys are stored out of children's reach on the side of each fridge.	Completed

Quality Area 3 - Physical environment

Law and Regulations

Law (S)/Regulation (R)	NQS	Does your service meet legislative requirements?	Assessment
R.104-115	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 	Compliant
R.103	STD3.1	Have you ensured that the service premises, venue or residence and all equipment and furniture are safe, clean and in good repair?	Compliant
R.116-117, R.116, R.34(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 assessed as safe before children are placed in care, and at least annually? Have you ensured that glazed areas of all educators' 	Not Applicable
R.105	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

Steps being taken to rectify Non-Compliance

STD3.1 - The design of the facilities is appropriate for the operation of a service.

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
3.1.1	3.1.1 - Fit for purpose	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.	Met

Identified Evidence and /or Key practices

Each environment within the service has chairs and tables at an appropriate height for the age group of the children interacting in the space. Where required equipment is shared around the service as required and seen fit.

Each room has rooms that can be separated by walls and doors (all additional rooms have opening windows for ventilation), the babies have a purpose built cot room. In the Snugglepots room the children's beds are set up in the smaller room which is darkened, and has relaxing music and the preschool room also has the opportunity to do this however we set up the room based on the number of children at the current time who require a sleep. This is discussed with families upon enrolment.

We have a covered verandah area that is accessible for all rooms during times of wet weather. The babies generally use the space when the older children are eating and the Snugglepots and Cuddlepies will access it while incorporating some indoor/outdoor play to decrease congestion. This area is discussed with families during initial tours and at orientation. Shade sails are positioned over both yards the babies and toddler/preschool yard.

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
3.1.2	3.1.2 - Upkeep	Premises, furniture and equipment are safe, clean and well maintained.	Met

Identified Evidence and /or Key practices
Each room has cleaning charts and regular daily cleaning that is completed by Educators everyday. As needed educators can add additional cleaning tasks that need to be completed onto this list. Each room has schedules for cleaning toys and bed - all toys are cleaned and sanitised before they go away in the storeroom.
The early shift educators are responsible for completing the daily checklist upon arrival at the service. Any issues are rectified immediately or if they can't be fixed right away the issue is posted to the Bottleforest Maintenance chat and Suize or Alisha will organise a trades person to come in as soon as possible or for Peter to come in and fix the issue.

STD3.2 - The service environment is inclusive, promotes competence and supports exploration and play-based learning.

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
3.2.1	3.2.1 - Inclusive environment	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.	Met

Identified Evidence and /or Key practices

The 2-5year olds playground has a clear line of sight to the children's bathroom, the educator supervision diagram shows that an educator will position themselves in a space where they can supervise children using the bathroom.

The babies room has a separate play space from the 2-5year olds, this allows us to create an outdoor environment that is safe for babies and their stages of development. This area is discussed with families upon enrolment. After some weeks of wet weather we discussed as a team the babies using the undercover area, we decided it would be safe if the 2-5yr olds were inside and the educators modified the equipment to make sure it was safe for babies.

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
3.2.2	3.2.2 - Resources support play-based learning	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.	Met

Identified Evidence and /or Key practices
The plan for the outdoor environment is documented on the classroom programming in each classroom, this allows us to take plans from the indoor environment outside to the outdoor environment and vis versa. Educators from other rooms within the service can add to any rooms plan should they identify something to implement in the outdoor environment, this allows children access to plans and teaching from all educators within the service.
If the children were showing an interest in box craft for example we would invite families and educators to bring in recycled boxes from home for us to implement as resource so we can ensure that we have access to enough boxes for everyone who wants to participate in the experience.
All of the resources within the environments are purchased with age appropriateness in mind. We share all resources across the service with consideration towards age and developmentally appropriate toys. Children are free to move resources from one area of play to another to extend their engagement and ideas.

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
3.2.3	3.2.3 - Environmentally responsible	The service cares for the environment and supports children to become environmentally responsible.	Met

Identified Evidence and /or Key practices
The outdoor has a variety of plants around the environment, the children are encouraged to help educators care for the plants and part take in tasks such as watering the plants and keeping the gardens tidy. When children are using parts of the plants in play educators encourage children to take items such as leave that have fallen from the tree rather than taking living plants from the tree or plant.

Continuous Improvement Opportunities

Standard/E lement	Issues identified during selfassessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this	Success Measure	By when?	Date Created	Progress Notes	Status
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Continuous Improvement Opportunities

Standard/Element	Issues identified during selfassessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this	Success Measure	By when?	Date Created	Progress Notes	Status
3.2.3	More natural materials within the indoor environments	To have more living plants inside the classroom to encourage children to care for the natural environment	Medium	Purchase plants, and care for them with water and lights	The children showing interest in watering plants and caring for them	August 2024	7/18/24 8:23 AM		In progress

Quality Area 4 - Staffing arrangements

Law and Regulations

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

Law (S)/Regulation (R)	NQS	Does your service meet legislative requirements?	Assessment
R.153, R.154	STD4.1	For family day care services; <ul style="list-style-type: none"> Have you ensured that you maintain a register of educators, coordinators and assistants? Does the register include details of exceptional circumstances when the approved provider has 	Not Applicable
R.123A	STD4.1	For family day care services; Have you ensured that coordinators to educator ratios are maintained?	Not Applicable
R.117A, R.117B, R.117C	STD4.1	Have you taken reasonable steps to ensure that the nominated supervisors and person in day-to-day charge has adequate knowledge and understanding of the provision of education and care to children and an ability to effectively supervise and manage an education and care service?	Compliant
R.119, R.123A, R.127-128, R.136, R.143A, R.143B, R.144	STD4.1	For family day care services; <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 hold an approved diploma level qualification? 	Not Applicable
R.120, R.126, R.129-135	STD4.1	If you are a long day care or preschool or outside school hours care service, <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? 	Compliant

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

Steps being taken to rectify Non-Compliance

STD4.1 - Staffing arrangements enhance children's learning and development.

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
4.1.1	4.1.1 - Organisation of educators	The organisation of educators across the service supports children's learning and development.	Met

Identified Evidence and /or Key practices

We value a cohesive workplace so that ensures educator engage in interactions that maintain respectful relationships and result in staff retention. This is discussed with new educators upon employment.

We value that educators are life long learners, Educators are encouraged to work towards further education within the ECE profession. All educators are welcome to share professional development with the rest of the team at any time. Alisha often shares professional development with the team that maybe of interest.

Our lunch cover educators work 5 hours shifts this allows us to have regular staff whom are familiar with the children and routines to cover staff breaks and cover educators so they can complete programming tasks. We routinely post on Hub Hello so families are aware of staff.

Outside in both environments we have supervision stations, there are diagrams around the playground to refresh staff and it is discussed upon enrolment.

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
4.1.2	4.1.2 - Continuity of staff	Every effort is made for children to experience continuity of educators at the service.	Met

Identified Evidence and /or Key practices
We value a cohesive workplace so that ensures educator engage in interactions that maintain respectful relationships and result in staff retention. This is discussed with new educators upon employment.
We value that all educators have different skills and ideas to contribute, we empower educators to actively initiate and contribute to the program and practices within the service.
At Bottleforest we value input in the program from all educators, inclusive of trained staff, trainees and casual Educators. All educators are involved with cleaning of the service. Be believe this creates a harmonious work environment and cohesive team.

STD4.2 - Management, educators and staff are collaborative, respectful and ethical.

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
4.2.1	4.2.1 - Professional collaboration	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.	Met

Identified Evidence and /or Key practices

Where possible we share the casual shifts equally with our regular casual staff to help casual educators feel a sense of belonging to the team and service.

Educator's use Google chats to communicate via written purposes, each room has a chat to discuss room relevant issues and there is a broader chats for all staff across the center. Educators are added to this chat upon induction and everyone is encouraged to contribute. We also have regular informal room meetings where we discuss processes that are working or need support within each room. The chat allows us to have discussions as they come to hand rather than waiting for a staff meeting.

Educator's are encouraged to share their personal believes or values and evoke the team to reflect critically on them. All educators are welcomed to put a critical reflection question on the whiteboard in the office for others to comment on. We value a team approach to critical reflection.

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
4.2.2	4.2.2 - Professional standards	Professional standards guide practice, interactions and relationships.	Met

Identified Evidence and /or Key practices
To be more sustainable our policies and procedures are accessible to educators via a usb in the office, staff can also access the NQF, NQS,EYLF, ECA Code of ethics and other important documents via this usb. Family relevant policies are available via a link in our welcome pack.
Any changes to policy or procedure within the service are communicated with educators via google chats, email. We communicate any changes with families via hub hello.

Continuous Improvement Opportunities

Standard/E lement	Issues identified during selfassessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this	Success Measure	By when?	Date Created	Progress Notes	Status
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Continuous Improvement Opportunities

Standard/Element	Issues identified during selfassessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this	Success Measure	By when?	Date Created	Progress Notes	Status
4.2.2	Onsite professional development for staff	To offer regular onsite professional development based on the interest of the staff and areas they identify as needing support in.	Medium	NS to conduct staff appraisals and ask staff to suggest some professional development that is of interest to them and book it in	Regular professional development throughout the year	end of 2024	7/18/24 8:28 AM		In progress

Quality Area 5 - Relationships with children

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- 	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

Steps being taken to rectify Non-Compliance

STD5.1 - Respectful and equitable relationships are maintained with each child.

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
5.1.1	5.1.1 - Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.	Met

Identified Evidence and /or Key practices

Upon the enrolment form families are encouraged to tell us information about the families , history, culture, language and traditions. Educators will then discuss these things with families during orientation.

Our program is child lead and is guided by children's interests and abilities. Children's voices are used with the planning of each environment. We value that every child is an individual and will have different interests and abilities.

We hold an orientation stay and play for children the week before they commence care, during this time families stay with their child while they interact with the environment, educators and peers. We have families stay so children can see their family interacting with the service to help develop a trustworthy bond for the child. During this time we discuss any strengths, interests or areas for development.

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
5.1.2	5.1.2 - Dignity and rights of the child	The dignity and rights of every child are maintained.	Met

Identified Evidence and /or Key practices
Our flexible program allows us to delay transitions where required. In the preschool room we found that children were reluctant to finish their play in the afternoon and transition to their next meal. Upon reflection we changed the routine to include a progressive afternoon tea, this allows children the decision to keep playing and eat shortly later or leave their activity and eat.
Educator's use positive reinforcement to enhance children senses of self and confidence. Educators guide children behavior ensuring children's rights and dignity are maintained at all times. Behavior management plans are created with the involvement of children's families.

STD5.2 - Each child is supported to build and maintain sensitive and responsive relationships.

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
5.2.1	5.2.1 - Collaborative learning	Children are supported to collaborate, learn from and help each other.	Met

Identified Evidence and /or Key practices
Where appropriate our program implements group based experiences which facilitate opportunities for children to collaborate, turn take and learn from others. We see this as a valuable time to facilitate friendships, interpersonal skills, asserting ones own needs and rights and respecting others.
We have works with our KU inclusion support professional Kelly Shute to help us develop inclusive environments for all children at the service regardless or their abilities or any additional needs. Kelly also supports us with staff training and other resources to use within the environment.

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
5.2.2	5.2.2 - Self-regulation	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.	Met

Identified Evidence and /or Key practices
In the preschool room we use the concept of being a bucket filler to support children to show respectful behavior towards their peers and teachers. We have shared the bucket filler concept with families via observations and posts on Hub Hello.
Across the service we encourage all children to (in a developmentally appropriate way) say the phrase "Stop I don't like it". By teaching children this phrase we aim to have them assert their needs in a verbal way to peers. We also teach children to respect another person asking them to stop.

Continuous Improvement Opportunities

Standard/E lement	Issues identified during selfassessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this	Success Measure	By when?	Date Created	Progress Notes	Status
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Continuous Improvement Opportunities

Standard/Element	Issues identified during selfassessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this	Success Measure	By when?	Date Created	Progress Notes	Status
5.2.2	Professional development for educators in relation to behavior management strategies	For educators to be more confident implementing behavior management strategies with children particularly those in the Cuddlepies room	Medium	Source some professional development course and arrange for educators to attend	More confident Educators	September 2024	7/18/24 8:31 AM		Not started

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	Do you respect the right of parents to enter the service when their child is in attendance unless; <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 	Compliant

Steps being taken to rectify Non-Compliance

STD6.1 - Respectful relationships with families are developed and maintained and families are supported in their parenting role.

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
6.1.1	6.1.1 - Engagement with the service	Families are supported from enrolment to be involved in the service and contribute to service decisions.	Met

Identified Evidence and /or Key practices

Families are invited in for special events such as Easter Hat Parade and Christmas performances. We welcome families into the service to share any special skills or traditions they may have.

All families are greeted by an educator and will be told about their child day, educators are all taught the positivity sandwich approach for delivering any not so good news about a child's day, for example if we were telling a parent that their child's behavior throughout the day had to be redirected we would also share some positive news about the child's day.

Before we place individuals onto our waitlist we invite families into the service for a tour, they are not required to book they can come any day of the week at 4pm. We also hold an orientation stay and play before the child formally starts, generally this happens on one occasion before the child starts however some families like to come more than once, we encourage the family to come as many times as they would like to ensure they feel comfortable.

Children in the 0-2year old room have an additional information form to complete, this gives us a bit more information about children's routines. As children grow and their routine changes these changes are discussed with the educators and where needed we will contribute our ideas and suggestions and support the family with any routine changes.

Breastfeeding mothers are welcomed to come into breastfeed during the day if their able to, we provide an adult size chair in the bush babies environment for comfort.

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
6.1.2	6.1.2 - Parent views are respected	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.	Met

Identified Evidence and /or Key practices
Where a child has a injury (ie something more than a scrape knee) that does not require them to be collected from the service and seek medical attention, we always give families a curtesy call and share a photo with families on hub hello.
Educators reference the Educators Domain calendar of events, this calendar shares many different cultural events and prompts educators to celebrate them within the setting. We post on Hub Hello asking families if she have anything to share around special cultural celebrations to their family.

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
6.1.3	6.1.3 - Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.	Met

Identified Evidence and /or Key practices
Our foyer contains a number of information pamphlets for local support resources. We also share term programs for "the parenting place" a local organisation that support families with training on a number of different topics.
Our welcome pack contains a link to relevant policies for families and some more information about the day to day running of the service. Families are encouraged to read over this document and contribute anything they may have to add or any questions they may have.

STD6.2 - Collaborative partnerships enhance children's inclusion, learning and wellbeing.

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
6.2.1	6.2.1 - Transitions	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.	Met

Identified Evidence and /or Key practices
At the end of each year transition to school statements are written for all children (public and private school) moving onto primary school the following year. We share this document with children's school via the portal if they are going to a NSW Public school and with all families via hub hello.
Observations and daily journal are shared with families on Hub Hello, families are encouraged to share feedback on the observations or daily journals, some choose to respond to the post while others will speak with educators at pick up or drop off.
Across the service we give children prior warning to pack away time or transitions , we use transition song where relevant and educator role model positive transitions across the different environments within the service. During transitions we ensure that children are not spending long periods of times waiting by signing songs or doing other activities.

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
6.2.2	6.2.2 - Access and participation	Effective partnerships support children's access, inclusion and participation in the program.	Met

Identified Evidence and /or Key practices

We update our Strategic Inclusion Plan (SIP) regardless of the individual needs of children at the service 12 monthly to keep the plan activate and to reflect on our inclusive practice.

Each room has a family tree with photos of each child and their family to foster a sense of belonging and connection to family, some of the educators have photos of their own families on display also. Children often point out their families throughout the day and share with their peers information about their family.

Where possible educators work collaboratively with individual children's therapists and our inclusion support professional. Educator's support families in the diagnoses process by completing questionnaires from specialists and answering any other questions.

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
6.2.3	6.2.3 - Community engagement	The service builds relationships and engages with its community.	Met

Identified Evidence and /or Key practices

Our program has a provocation asking what the children are currently interested in and how we are incorporating an Indigenous perspective. We use this to reflect on the children's current interests and ways in which we can incorporate a indigenous perspective.

We have regular incursions where we have performers from different cultures come in to the service and share their culture with us. These activities are shared on Hub Hello with families.

Our enrolment form has space for families to give us information on their children cultural background, we discuss this with families upon orientation. Periodically we post on hub hello asking families if their are any cultural events that hold meaning for them and add them to our program. Educators are also encouraged to share their own cultural background with us and implement activities and experiences relevant to their culture.

We have a relationship with our next door neighbors and access too their gum nut tree. Educator's had seen the tree in the backyard and one of the team wrote a note and put it in their letterbox asking if we could have some gumnuts for a craft experience, the neighbors gave use some the next day and since then are happy for us to use their gumnuts whenever we need.

Continuous Improvement Opportunities

Continuous Improvement Opportunities

Standard/Element	Issues identified during selfassessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this	Success Measure	By when?	Date Created	Progress Notes	Status
6.1.1	Families involvement in the service	For more family involvement in the decision making process of the service	Medium	Perhaps families would feel more comfortable share feedback in an anonymous way, I would like to look at creating online surveys where families can remain anonymous but contribute their feedback	More feedback from families relating to decision making within the service.	End of 2024	7/17/24 2:17 PM		Not started
6.2.3	Connection with local Aboriginal Elders	To form connections with local Aboriginal Elders and invite them into the service to interact and share their culture on a regular basis	Medium	Look into was to connect with local elders in the area - perhaps the culture	Relationship with a local Aboriginal person	End 2024	7/17/24 4:33 PM		Not started
6.2.2	More staff training to help support children with language delays	For staff to become away of the LAMP communication program and other ways to enhance communication (ie pecs or key word signs)	Medium	Professional development for staff both inhouse and off site or online	Staff confidence and more interaction with non verbal children	End 2024	7/17/24 2:22 PM		Not started

Quality Area 7 - Governance and Leadership

Law and Regulations

Law (S)/Regulation (R)	NQS	Does your service meet legislative requirements?	Assessment
R.168-169, R.170-171	STD7.1	Do you have all prescribed policies and procedures in place at the service? Do you ensure that your policies and procedures are followed? And always available?	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, excursions, attendance records, health information, records of illness or accident?	Compliant
S.173-174, R.174-176	STD7.1	Do you ensure that changes to the operation and premises of the service, serious incidents, matters relating to health, safety and wellbeing of children and complaints which allege a breach of the Law or Regulations are reported to the Regulatory Authority in the required timeframes? This includes any changes	Compliant
R.146, R.147, R.154, R.163	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? 	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

Law (S)/Regulation (R)	NQS	Does your service meet legislative requirements?	Assessment
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.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.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.181-184	STD7.1	Have you ensured that records are stored appropriately to ensure confidentiality and are retained for the period indicated in R.183?	Compliant
R.29, R.180	STD7.1	Do you keep information about public liability insurance for your service on the premises?	Compliant

Law (S)/Regulation (R)	NQS	Does your service meet legislative requirements?	Assessment
R.92, R.99, R.177	STD7.1	Have you ensured that records related to children contain all the required information including authorisations for the administration of medication, medical treatment, the collection of children from the service and excursions?	Compliant
R.165	STD7.2	For family day care services, have you ensured that records of visitors to a residence or approved venue are maintained?	Not Applicable
R.176A	STD7.1	For family day care services, have you ensured educators notify the approved provider about circumstances that may pose risks to the safety, health or wellbeing of children at or likely to attend the service. Including renovations, an infectious disease outbreak or a natural disaster.	Not Applicable
S.172, R.173	STD7.1	Do you display all prescribed information? Is it clearly visible from the main entrance of the service or residence?	Compliant

Steps being taken to rectify Non-Compliance

STD7.1 - Governance supports the operation of a quality service.

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
7.1.1	7.1.1 - Service philosophy	A statement of philosophy guides all aspects of the service's operations.	Met

Identified Evidence and /or Key practices

Comprehensive educator inductions are conducted with all prospective educators prior to their first day of employment. This also includes opportunities for educators to become familiar with service policies and practices.

Services records are completed thoroughly, filed and stored according to regulatory requirements.

Service Public Liability Insurance Policy and Fire Safety Certificate are kept in the service office on premises at all times.

The service philosophy is shared with new educators upon orientation at the service and when it is reviewed or updated it is done in consultation with educators and families

Service has a cohesive workplace policy which guides educator interactions and ensures a harmonious workplace and early learning environment for educators and children at all times.

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
7.1.2	7.1.2 - Management systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.	Met

Identified Evidence and /or Key practices

Effective communication tools both digital and manual are used to communicate any concerns or issues. Open communication and frequent leader meetings held enable any issues to be resolved immediately.

Digital tools such as HubHello are used to communicate with families effectively. Items such as changes to the menu, daily rates, cases of illness are effectively shared on the forum with families.

The service policies are always available in the office and all educators are made aware of their location upon recruitment. Updates to policies are also sent electronically to all educators.

Where possible we are transitioning over to having our documentation digital, at this stage we have some documents digital and some hard copies stored onsite. Our observations on children and daily journals are online shared with families via hub hello. Our incident reports are shared with families digitally via hub hello and emailed where appropriate.

Suzie and Alisha have both been at the service for over 16years, Alisha has worked her way up from a trainee to now being the co-nominated supervisor. While Alisha learns the role and all it entails Suzie and her a sharing the role of nominated supervisor.

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
7.1.3	7.1.3 - Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.	Met

Identified Evidence and /or Key practices

The leadership team uses a grass roots decision tree which enables leaders to use educator thoughts, feedback and ideas to inform their decisions.

The service philosophy is reviewed during our annual team building evening where we have pizza, soft drink and chat together as team, reflecting on our experiences and celebrating our achievements.

Educators are provided with job descriptions upon employment. Lists of shift duties are clearly displayed providing effective guides of each educator's role and responsibility.

The distributed leadership model is employed to empower all educators to enact leadership in proportion to their skills and qualifications.

Relevant documents such as the NQS, NQF, center policies and procedures and discussed with educators upon enrolment. They are accessible to educators at all times via the usb stored in the office, this usb is updated regularly with any changes. As policies are changed our updated emails are also sent to educators informing them of changes and asking for any feedback they may have.

STD7.2 - Effective leadership builds and promotes a positive organisational culture and professional learning community.

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
7.2.1	7.2.1 - Continuous improvement	There is an effective self-assessment and quality improvement process in place.	Met

Identified Evidence and /or Key practices
Alisha has done some training with the Department of Education and Mandy Ross on using the self assessment working online document. I have found this to be very helpful. Suzie, Carol and Alisha have worked collaboratively to contribute to the self assessment.

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
7.2.2	7.2.2 - Educational leadership	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.	Met

Identified Evidence and /or Key practices
To ensure that our planning cycle is embedded across the service Alisha held a staff meeting with a slide show teaching the educators more in-depth the planning cycle that we implement at Bottleforest. Our plan is to use this slide show upon induction with new educators to teach them our planning cycle going forward.
We have a trainee chat set up on google chats were anyone studying is welcome to post questions and either Alisha or another trainee who may have just finished working on this topic will contribute support, this allows the educators who are studying the opportunity ask question right away when they are working on their studies rather than waiting for a later date.
When Alisha comes across professional development that may be of interest to an individual or the team she will share it either via email or google chat. Educator's have many informal chats with Alisha and other members of the leadership team where we work collaboratively to improve practice.

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
7.2.3	7.2.3 - Development of professionals	Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.	Met

Identified Evidence and /or Key practices
The distributed leadership model is employed to empower all educators to enact leadership in proportion to their skills and qualifications.
We have regular informal chats and discussions with all educators across the service including those in the leadership team giving each other feedback and discussing performance. Should it required more formal meetings will be held.

Continuous Improvement Opportunities

Standard/Element	Issues identified during selfassessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this	Success Measure	By when?	Date Created	Progress Notes	Status
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Continuous Improvement Opportunities

Standard/Element	Issues identified during selfassessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this	Success Measure	By when?	Date Created	Progress Notes	Status
7.1.2	QIP/Self Assessment not displayed for families	Work out how to print the online self assessment	High	Once we have submitted out self assessment ahead of our assessment and rating next week I will find out how to access the printing document function	Displayed or shared document with families	18/7/2024	7/17/24 1:28 PM		In progress
7.2.1	Training in ways to write an effective self assessment	For team leaders to feel more confident writing and implementing our self assessment	High	Alisha is booked into a professional development course with JR Education on Monday the 16th September - NSW Self Assessment-setting up for Assessment & Rating success	To have more confidence when writing and maintaining our self assessment	End of September 2024	7/17/24 1:44 PM		Not started
7.1.2	Transition to digital medication forms	To have children's medication forms accessible on Hub hello so we have digital files stored	Low	Seek help from Hub Hello support to see if they can facilitate this or look into other options, perhaps a QR code.		End of 2024	7/17/24 1:33 PM		Not started

Continuous Improvement Opportunities

Standard/Element	Issues identified during selfassessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this	Success Measure	By when?	Date Created	Progress Notes	Status
7.1	Staff appraisals not completed many new staff have joined the team since last appraisals were conducted	For all staff to have completed the professional development section of their appraisal and for everyone to have a meeting with Alisha to discuss and go through their appraisal	High	Alisha has emailed the appraisal form to Educator's and asked them to source some professional development of interest to them. Then Alisha will have a meeting with each staff member to go over their appraisal together.	For all staff to have a current appraisal	End of July 2024	7/17/24 1:38 PM	Alisha emailed appraisal forms to staff on 17/7/2024	In progress
7.1.2	Alisha and Suzie sharing the role of Nominated Supervisor while Suzie trains Alisha	For Alisha to become more confident in the running of the service and Suzie impart her wisdom with Alisha	Medium	Having a transition period where Suzie and Alisha are sharing the NS role	Alisha is confident with managing the service and the role of the NS	End 2024	7/18/24 8:36 AM		In progress