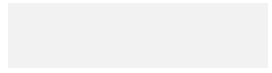


File Reference:
(if applicable)



National Quality Standard Assessment and Rating Report



Australian Children's
Education & Care
Quality Authority

Service Name Surrey Hills Preschool Centre

Service Approval Number SE-00002849

Provider Name Surrey Hills Preschool Centre Inc

Provider Approval Number PR-00001840

Assessment & Rating Number ASR-00039245

Report Status

Date Report Completed 9 May 2023

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/s Sue Goold
Karen Woolsey

Educational Leader/s Sue Goold

Primary Contact
(for assessment & rating) Sue Goold

Quality Improvement Plan
Date Received 30 March 2023

Visit/s

First Visit Start: 1 May 2023 End: 1 May 2023

Authorised officers

Name 1 Megan Reed

Name 2

Further information (if applicable)

Contact details for service

- Service address: 18 Verdun Street Surrey Hills, Victoria 3127
- Telephone number: 98364902
- Email address: sue.goold@surreyhillspreschool.com.au

Other details

- Person with management or control: Akhil Gopal
- Nominated Supervisor: Sue Goold
- Educational Leader: Sue Goold

- Number of places: 49
- Ages of children in attendance at the service: 3-6 years

Context:

Surrey Hills Pre-School Centre is a double unit kindergarten and provides two Three and Four-Year-Old Kindergarten programs. The service is operated by Surrey Hills Pre-School Centre Inc. The service bases their program and practice on the service philosophy and the approved learning frameworks, valuing teaching children through play-based learning and an inquiry-based curriculum. On the day of the visit there was a three-year-old and four-year-old program in attendance.

Summary comments

Surrey Hills Pre-School Centre has been rated as **Exceeding** National Quality Standard.

The service has rated well in all quality areas as a result of effective leadership and a positive organisational culture creating a service environment which consistently promoted and encouraged educators and staff members to critically reflect upon their professional practice and generate new ideas. Supportive leadership and service management processes and effectively documented policies contributed to the self-improvement process and promoted ongoing service improvement.

Well-established governance arrangements were regularly reviewed and contributed to the effective management of the service. There were appropriate systems in place to manage risk which enabled the effective operation of the service. To honour the services philosophy, additional committee roles were created, such as a social and community connections representative, and a sustainability and Indigenous perspectives representative.

The positive and respectful relationships between educators, children and families and the collaborative relationships between educators significantly contributed to children's sense of confidence and security.

Educators created an inviting, warm and safe environment for the children that attended the service. The program provided was inclusive and deliberately planned to promote children's curiosity and sense of inquiry to create an atmosphere of learning through exploration and play. Educators respectfully acknowledged and considered the developmental needs, cultural backgrounds and progress of each child in planning and delivering the curriculum.

The professional knowledge of educators and their intent behind curriculum decision making was underpinned by approved learning frameworks and the service philosophy. The educational program was enriched by educators' close relationships with children and families, which enabled them to consistently integrate children's needs and interests into the program and everyday practice.

Educators continued to seek opportunities to improve, always striving to provide unique learning opportunities within the high-quality educational program.

Management, educators and families at the service critically reflected on embedding Aboriginal and Torres Strait Islander culture into the educational program, this resulted in the creation of the service's Reconciliation Action Plan. Educators and program experiences demonstrated an ongoing commitment to supporting children's awareness and understanding of Indigenous culture. This was evident through the service's acknowledgment of country created by educators and children, storytelling, singing, art experiences, and resources embedded throughout the service, as well as integrating the six layers of Wurundjeri perspectives into all aspects of the educational program.

Collaboration with a local environmental group and connections with a Koorie Engagement Support Officer, enhanced community relationships and strengthened the services knowledge and opportunities to include Indigenous perspectives into the program and practice.

The service consistently established and maintained links with their local and broader community. They recognised their strengths as leaders in collaborating with families and communities, shared their learnings and provided leadership for early childhood professionals and families to enhance the learning and wellbeing for children in their local community.

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

In Addition:

Practice is embedded in service operations

All educators respectfully acknowledged and considered the developmental needs and progress of each child in planning and delivering a curriculum, which reflected the service philosophy and the practice principles and learning outcomes of the Approved Learning frameworks. Curriculum learning opportunities that explored and fostered literacy, numeracy, science and Aboriginal and Torres Strait culture were consistently embedded in all programs.

Practice is informed by critical reflection

Management, educators and families at the service critically reflected on embedding Aboriginal and Torres Strait culture into the educational program, this resulted in the creation of the service’s Reconciliation Action Plan. Educators and program experiences demonstrated an ongoing commitment to supporting children’s awareness and understanding of Aboriginal and Torres Strait culture. This was evident through educators including the six layers of Wurundjeri Country into children’s participation in program experiences, the acknowledgment of country by children, storytelling, singing, art experiences, and resources embedded within the indoor and outdoor environments

Practice is shaped by meaningful engagement with families and/or the community

Through meaningful engagement with families, educators provided programs that met the needs of individual children whilst also exposing children to cultures that were relevant to those represented

in the service. Families regularly participated in the program experiences implemented for children, such as communicating with educators to build words in home languages, reading stories and cultural cooking experiences.

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

In Addition:

Practice is embedded in service operations

Educators reflected on their teaching practices through regular discussions to ensure they consistently upheld the service philosophy of valuing each child's individual learning style. Thoughtfully considered learning experiences to ensure agency and active participation by all children, as well as promoting an understanding of Aboriginal and Torres Strait culture and children's cultural heritage were included in program experiences. Learning experiences were multifaceted to encourage children to participate in ways that suited their learning styles, interests, and developmental needs. Educators consistently provided experiences promoting the key learning areas in both the indoor and outdoor environment.

Practice is informed by critical reflection

Educators reflected on ways in which children's interests and involvement in program experiences, could be used to scaffold and support their learning. To enhance the development of science concepts, children's interest in growing avocado, led to an investigation into the life cycle of plants. To support children's agency a filing system was set up for each child, to enable them to store their artwork to either take home or to come back to complete their work later. At the visit children were observed supporting each other to find their folder and put artwork away.

Practice is shaped by meaningful engagement with families and/or the community

Educators reflected on ways of engaging with families and the community to scaffold and support children's interests and enhance their learning and development. As a result of this, children participated in virtual art incursions exploring artwork through the National Gallery of Victoria. Cultural celebrations with families and children, such as Lunar New Year, Easter, and Persian New Year supported children's understanding of diversity, through music experiences, dance, stories and

cooking experiences with the children. Mandarin lessons were offered on a regular basis, facilitated by a parent.

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

In Addition:

Practice is embedded in service operations

There was a consistent and clear process of observing and recording learning, which informed the development of the planned group curriculum and individual goals for each child. The written program in each group demonstrated a comprehensive cycle of planning, which included an ongoing review of individual needs, extensions of learning and modifications of play spaces or ideas.

Practice is informed by critical reflection

Educators reflected on the program cycle and documentation of children's learning within the program, to ensure it consistently reflected on learning opportunities available to children. Additions and modifications to the educational program were made. Changes to the educational program included capturing intentional and spontaneous learning experiences that occurred each day. The introduction of programming books included weekly reflections, which contained information on learning outcomes, family input, the child's voice and their involvement in learning experiences. Educators in the three-year-old program, included floor books to reflect and include children's voice in program decisions and experiences.

Practice is shaped by meaningful engagement with families and/or the community

Educators consistently engaged and sought feedback from families, to incorporate their contributions to children's learning and development. Family information was gathered from parents each term and included information on children's development and needs. End of term developmental summaries and monthly program overviews were sent to parents via an educational app. This documentation showed their children involved in program experiences, giving families the opportunity to discuss and extend on children's learning at home. Documentation of the educational program displayed clear links to learning outcomes, which informed families of the educational

purpose to support and extend children’s development and learning. Parent teacher meeting throughout the year gave families to discuss their child’s progress and learning.

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

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

No

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	Yes
Practice is informed by critical reflection	Yes
Practice is shaped by meaningful engagement with families and/or the community	Yes

Standard 2.1 is rated

Exceeding NQS

Evidence for Standard 2.1

In Addition:

Practice is embedded in service operations

Educators supported children's physical development by building on existing interests to support children to use and develop emerging gross motor skills in play. Children were involved in creating obstacle courses in the outdoor playground. Healthy eating was consistently and actively promoted in the everyday program. Families were supported to provide food and drinks that were appropriate and nutritious for each child, and information on healthy eating was available to parents at the centre and through service newsletters.

Practice is informed by critical reflection

Educators critically reflected on ways to develop children’s emotional wellbeing developing children’s ability to relax and implement calming and mindfulness strategies. As a result of this, yoga sessions from an external provider, occurred regularly, providing children with ongoing opportunities to participate in yoga and relaxation experiences. Families were provided with information on the yoga poses children had learnt, so it could be continued at home. Educators critically reflected on upholding the dignity and rights of children, with managing their toileting needs. This resulted in the development of a changing facility, positioned in a place where children’s dignity is respected and protected.

Practice is shaped by meaningful engagement with families and/or the community

The service actively engaged with families and external organisations to promote and meet children's health needs. Awareness of dental hygiene was promoted through program experiences and participation in the '*Little Chompers Program*'. This information was shared with families through newsletters and on posts through the online platform, available to families. Families also had the opportunity for children to have speech and language assessments through a visiting speech therapist. The service had strong connections with the Maternal Health Nurses (MHN) located in the hub with the kindergarten. This provided families with information on a range of health and child development resources.

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	Yes
Practice is informed by critical reflection	Yes
Practice is shaped by meaningful engagement with families and/or the community	Yes

Standard 2.2 is rated

Exceeding NQS

Evidence for Standard 2.2

In Addition:

Practice is embedded in service operations

The service placed strong values on the protection of children and the provision of a child safe environment. All service staff understood their roles and responsibilities in accordance with relevant child protection legislation and actively raised family and community awareness of child protection issues. The Child Safe Standards, responsibilities of mandatory reporting and other child protection related topics were regularly discussed at staff meetings and with other members of the kindergarten management committee.

Practice is informed by critical reflection

Educators undertook steps to critically reflect and actively engage children in processes to minimise risks and promote safety at the centre. Children were included in group discussions regarding developing and setting expectations to maximise their safety and remind each other of expected behaviours. Educators involved children in discussions regarding safety in the indoor and outdoor environment, safety at home and body awareness/safety topics. Educators and the committee of management reflected on promoting a safe kindergarten environment. This resulted in the creation of a dedicated occupational health and safety representative from the committee, who regularly liaised with educators, the committee's maintenance officer and the Boroondara council to ensure all children are protected from harm and hazard.

Practice is shaped by meaningful engagement with families and/or the community

Educators reflected on ways to promote children's awareness of safety and The Responsible Pet program was conducted each year before the commencement of the Bush Kinder program and educated the children on being safe around animals. An educator had participated in training with Vic Roads, and discussed road safety, wearing seat belts and wearing helmets with children and families.

Information was shared with families to promote road safety at home and when travelling to the service. Educators had connected with external organisations to complete training on the Child Safe Standards, Reportable Conduct Scheme and the Information Sharing Scheme, and shared this information with the management committee and 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

Exceeding 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	Yes
Practice is informed by critical reflection	Yes
Practice is shaped by meaningful engagement with families and/or the community	Yes

Standard 3.1 is rated

Exceeding NQS

Evidence for Standard 3.1

In Addition:

Practice is embedded in service operations

The design and arrangement of the indoor and outdoor environments consistently provided spacious and stimulating learning experiences. The children's rooms facilitated the delivery of three and four-year-old programs and the outdoor space was managed through effective communication between educators. Indoor and outdoor spaces were organised in innovative ways to maximise learning opportunities for all children. Spaces were clearly defined and aesthetically pleasing. Movable furniture enabled flexible spaces in the indoor area to be adapted to facilitate the needs of the group of children.

Practice is informed by critical reflection:

The management committee nominated supervisor and educators reflected on the playground available to children attending the service to ensure ongoing improvements of the outdoor space was available to children. Management and educators discussed a rationale for the playground redevelopment with the inclusion of the service philosophy and educational principles. Children's ideas were included in the playground redevelopment plans, and areas such as an area to create obstacle courses, a slide and swings enhanced the children's involvement in the program.

Practice is shaped by meaningful engagement with families and/or the community:

The service collaborated with the service community and specialist early childhood landscape architects in the development of the new playground. This ensured outdoor spaces were organised in innovative ways to maximise learning opportunities for all children. The service visited other early childhood settings to gain ideas and consulted with the Boroondara council and local nurseries to source indigenous plants to be included in the playground.

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	Yes
Practice is informed by critical reflection	Yes
Practice is shaped by meaningful engagement with families and/or the community	Yes

Standard 3.2 is rated

Exceeding NQS

Evidence for Standard 3.2

In Addition:

Practice is embedded in service operation

Learning through play with age-appropriate developmental resources was evident throughout the environment and consistently promoted inclusion, independence and exploration. The spaces provided flexibility and opportunities to extend every child's participation in the program and were thoughtfully linked to the planned curriculum and the children's own ideas.

Practice is informed by critical reflection

Educators reflected on promoting environmental responsibility, as well as ensuring the teaching of sustainable practices supported children's understanding of 'caring for country' to incorporate Aboriginal perspectives into the program. When at the local reserve, participating in the Bush Kinder program, educators and children discussed cleaning up the community and they were actively involved in picking up rubbish. After critically reflecting on further ways to promote sustainable practices, the inclusion of loose parts and recycled items provided the opportunity for children to select materials for use in program experiences.

Practice is shaped by meaningful engagement with families and/or the community

The service had connected with several external organisations within the community to promote and develop environmental awareness. Educators and children regularly collaborated with a local environmental group, whilst children were attending bush kinder. Engagement with the group developed children's understanding of sustainability by being involved in planting experiences and learning about indigenous flora and fauna growing around the kindergarten community.

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

Exceeding 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	Yes
Practice is shaped by meaningful engagement with families and/or the community	Yes

Standard 4.1 is rated

Exceeding NQS

Evidence for Standard 4.1

In Addition:

Practice is embedded in service operations

Through meaningful engagement and demonstrated leadership, educators maintained effective communication with families to provide each child with a positive kindergarten experience in a context that aligned with the shared philosophy of educators and aligned with the goals of families. Children's learning and development was enhanced by the organisation of educators with all educators contributing to the planning, implementation, and evaluation of the educational program. Staff rosters were arranged to ensure familiar educators were present throughout the day, to provide continuity and support to all children and families.

Practice is informed by critical reflection

Service management reflected on the organisation of educators to promote consistency within the service to support children's learning and development. As a result of this, the service accessed a regular pool of relief educators, to cover breaks, planning and times when educators were absent. The service had also established a new staff and reliever's induction checklist and specific guidelines and procedures used to support educators understanding of the program and support the needs of children and families. After reflecting on the start of the year and supporting children and families into the kindergarten programs, an additional educator was employed to nurture and support children's learning and development, whilst starting at the service.

Practice is shaped by meaningful engagement with families and/or the community

Educators actively and consistently engaged with the children and families to effectively support their learning and development. Educators critically reflected on their practice, and the planned program to ensure it supported the needs and interests of each child. Families as well as early childhood specialists were consulted regularly and worked in partnership with educators to provide a high-quality program.

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	Yes
Practice is shaped by meaningful engagement with families and/or the community	Yes

Standard 4.2 is rated	Exceeding NQS
------------------------------	----------------------

Evidence for Standard 4.2

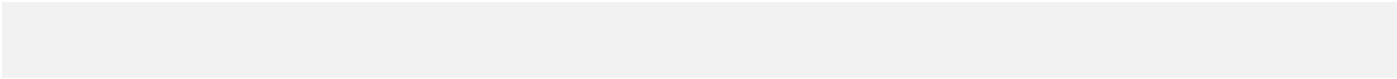
In Addition:

Practice is embedded in service operations:
 Educators always communicated with each other respectfully, sharing information from families and observations of children throughout the day. This provided a collaborative environment and enabled educators to have a sound knowledge of children’s needs. Through daily conversations and regular meetings educators shared ideas and supported each other in the curriculum decision making process.

Practice is informed by critical reflection:
 After critically reflecting on educators’ contributions to the program, opportunities were offered for all educators to engage in quality reflections and planning time together, which contributed to enhancing learning experiences for children. This was demonstrated by the provision of consistent non-contact time on a weekly basis to enable them to undertake non child related tasks that included programming, meeting with parents, discussions with fellow educators and attending professional learning sessions.

Practice is shaped by meaningful engagement with families and/or the community:
 The educators’ strong relationship with children, families and early childhood professionals reflected their commitment to high standards of professionalism and delivering a high-quality program. Educators discussed and reflected on the needs of children and families and included resources and advice from external organisations to support and develop collaborative, respectful and ethical relationships with all families. Connections with neighbouring kindergartens and local early childhood network groups supported ongoing learning to support continuous improvement in their educational programs and practice.

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

Exceeding 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

In Addition:

Practice is embedded in service operations:

Educators promoted a nurturing and inclusive environment, to ensure all children consistently articulated their choices and had autonomy within the program, demonstrating consideration and respect of their dignity and rights. Children's photographs, names and artwork were used around the service and in the program, which supported children to feel secure, confident, and further promoted a sense of belonging at the service. Educators documented conversations with children which captured each child's interests, needs and thoughts within the program.

Practice is informed by critical reflection:

Educators critically reflected on promoting a nurturing and inclusive environment, to ensure children felt supported and their individual needs and interests were represented and respected. Educators attended a 'free to be me' professional development session to further promote positive attitudes around gender equity and inclusiveness for all children. This resulted in educators' role modelling gender inclusive behaviour and language, which nurtured the dignity and rights of all children. Educators reviewed books and resources available to children, to ensure they were respectful and promoted gender equity and inclusion.

Practice is shaped by meaningful engagement with families and/or the community

Information from children and families was collected throughout the year to best support children to feel secure and included. Identified goals and individual learning plans were developed in conjunction with families. Educators, children and families critically reflected on children's learning and involvement in the program through open ended questions and ongoing discussions with children and families. Educators reflected on promoting a nurturing and inclusive environment, to ensure children felt supported and their own culture and language was represented and respected, educators learnt key phrases in children's home language to support their inclusion in the program.

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

In Addition:

Practice is embedded in service operation
 Collaborative learning opportunities were effectively facilitated, and every child was consistently supported to work with, learn from and help one another in planned and spontaneous learning opportunities. Educators actively encouraged children to listen to each other, share and take turns when playing together and educators often acknowledged children working together saying such things as 'I like the way you are working together' 'I am so proud of you' and 'keep going, you're doing a great job.'

Practice is informed by critical reflection
 Educators critically reflected on learning experiences and intentional teaching strategies to ensure collaboration between children was consistently and effectively facilitated. Children were empowered to make choices and to experience consequences. Small group games with educators, supported the development of collaborative learning between children. Educators involved children in developing the expectations for the room and consistently revisited and reviewed on these agreed expectations with the children regularly. Acts of kindness was a regular discussion with children, supported by resources, such as the children's book 'How to Fill a Bucket'. Children shared examples of kindness, as well as sharing experiences on feelings, self-regulation, and opportunities to develop understanding and management of their emotions, ideas and working with others.

Practice is shaped by meaningful engagement with families and/or the community
 Educators and families exchanged information regarding behaviour guidance and children's wellbeing to promote connections between home and the service. Through communication with children and families, educators ensured all children experienced pride and confidence through participation in the program and recognised all children's efforts and successes. Educators attended professional development sessions on developing self-regulation and guiding children's behaviour. This information was shared with families to promote connections between home and the service and support the development of children's emotional wellbeing.

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	Yes
Practice is informed by critical reflection	Yes
Practice is shaped by meaningful engagement with families and/or the community	Yes

Standard 6.1 is rated

Exceeding NQS

Evidence for Standard 6.1

In Addition:

Practice is embedded in service operation

All service processes and decisions, including orientation, involved consultation and collaboration with families, and provided opportunities for families to contribute to the service. Opportunities for parents to participate in the program, included involvement with the stay and play program, planning cultural celebrations, cooking and gardening experiences and participation in the Bush Kinder program. Educators met with parents throughout the year to obtain information on their values, culture and aspirations for their child and set agreed learning and development goals.

Practice is informed by critical reflection

Educators critically reflected on ways they could support families' awareness of the educational program and support parenting and family wellbeing. As a result, a weekly newsletter with information on the kindergarten program and community updates and resources was provided to families. The service also reflected on their website and after collaboration with educators, families and management, changes were made to include detailed information regarding educators, timetables, enrolment information, program experiences, the embedding of Aboriginal perspectives and the services commitment to promoting sustainable practices.

Practice is shaped by meaningful engagement with families and/or the community

After receiving feedback from families, regarding hours and session times children were attending the service and the need for care after the kindergarten sessions had finished, the service introduced

a 'After Care Program'. This enabled children to be provided with an educational and care program until 4.00pm. To ensure the service's stay and play program was accessible to all families, a new electronic sign-up system was added to the service website.

Quality Improvement Plan notes for Standard 6.1

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	Yes
Practice is shaped by meaningful engagement with families and/or the community	Yes

Standard 6.2 is rated	Exceeding NQS
------------------------------	----------------------

Evidence for Standard 6.2
<p>In Addition:</p> <p>Practice is embedded in service operation The service established effective relationships and links with relevant community and support agencies to facilitate inclusion support for each child to participate in the program. The service maintained a connection on a need's basis with inclusion support services and individual early childhood specialists. Children and families experienced positive transitions into the service. Children commenced in the program based on the family and child's needs, and a flexible orientation and transition process for children settling into the three-year-old and four-year-old programs was well established.</p> <p>Practice is informed by critical reflection Educators critically reflected on practices to support the inclusion and participation of all children within the service. This included the use of social stories, visual cues and a visual timetable. Educators reflected on ways they could support children's transition to kindergarten and their independence skills. Information on how to implement self-help skills was sent and discussed with families. Educators supported children to take responsibility for their belongings, pack their own bags and help with setting up experiences which supported their participation in the program.</p> <p>Practice is shaped by meaningful engagement with families and/or the community Management, educators and families at the service critically reflected on embedding Aboriginal and Torres Strait Islander culture into the educational program, this resulted in the creation of the service's Reconciliation Action Plan (RAP). Connections with a Koorie Engagement Support Officer (KESO) had been established. The KESO had visited the service to read stories and engage in discussions with children, as well as collaborating with educators to support the embedding of</p>

Aboriginal and Torres Strait Islander perspectives into the educational program. The service had established strong connections with a local school crossing supervisor, who visited the service to talk about road safety as well as teaching the children 'old fashion' songs. Educators had developed relationships with local primary schools. Opportunities such as visiting schools to watch productions, school students spending time at the service reading stories to children, and the opportunity for teachers to visit children before starting school, supported children's learning and transition to school.

Quality Improvement Notes for Standard 6.2

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

Exceeding 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	Yes
Practice is informed by critical reflection	Yes
Practice is shaped by meaningful engagement with families and/or the community	Yes

Standard 7.1 is rated

Exceeding NQS

Evidence for Standard 7.1

In Addition:

Practice is embedded in service operations

The service philosophy guided all aspects of service operations and was reviewed by educators, children and families. The core values of the philosophy were deeply embedded into all areas of the service, including recognising the individuality of every child and collaborating with families to ensure each child reached their full potential through participation in the program.

Practice is informed by critical reflection

Members of the management committee critically reflected upon their roles and responsibilities to support the operation of the service. Committee members created detailed role descriptions and a parent committee handbook, to ensure information for fulfilling their role and responsibilities provided clarity and helpful information for future committee members. Management critically reflected upon the organisation of required administration requirements. As a result of this an administrative assistant role was created. Further reflection resulted in the role being designated to an educator, who had been at the service for thirty years, with a wealth of knowledge of the Pre-School community. This role provided time to focus on administration requirements from an experienced early childhood educator perspective and support the nominated supervisor and educators with curriculum development, program, and practice.

Practice is shaped by meaningful engagement with families and/or the community

Through communication with educators, families were consulted on the roles and responsibilities of

service team members and regularly invited to give feedback on service policies and procedures and the day-to-day operations of the service. Management and educators had reflected on how service information and policies and procedures could be made more visible to families, this resulted in families being informed of service policies and procedure updates through an online app, the service website and via email. Management and educators had included the new Child Safe Standards into service policies and procedures, and a Child Safe Standards Action Plan had been created with all stakeholders. Families were also provided with surveys to give feedback on service operation and management.

Quality Improvement Notes for Standard 7.1

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	Yes

Standard 7.2 is rated

Exceeding NQS

Evidence for Standard 7.2

In Addition:

Practice is embedded in service operations

An established culture of consistent on-going reflection and self-review supported continuous quality improvement measures. The nominated supervisors, educators and families were committed to individual and service performance improvement which directly contributed to improved outcomes for children and families. The educational leader promoted ongoing learning and mentoring of educators, encouraging educators to examine, question and continually review and question practice. The educational leader reflected with team members and exchanged ideas in relation to program planning, links with the approved frameworks and access to learning and development research. Opportunities were provided to access current innovations and research which was shared with educators.

Practice is informed by critical reflection

Management discussed the importance of critical reflection, fostering continuous improvement and engaging all educators in questioning, reflecting and looking for improved outcomes. Management and educators critically reflected on the process of professional development plans, reviewing the content that educators and staff completed. As a result of these discussions, a reformatted reflective practice and professional development plan was developed, which included references to the National Quality Standards, the Child Safe Standards and educator directed reflective practice.

Practice is shaped by meaningful engagement with families and/or the community

Consultation with educators and professionals from early childhood network groups, was a consistent practice to further build on the professional development of educators. Educators discussed and reflected on the needs of children and families and included resources and advice from external

organisations to support and develop collaborative, respectful and ethical relationships with all families. Family contribution was encouraged in all aspects of the service operation and information about the quality improvement plan and the assessment and rating process was communicated with families at the service. The service had engaged with families, through surveys and ongoing discussions to gain feedback about continuous improvement priorities.

Quality Improvement Notes for Standard 7.2

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

Exceeding NQS

Assessment and rating summary

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

Standard 6.2

Quality Area 7

Standard 7.1

Standard 7.2