





Quality Improvement Plan

National Quality Standard

The National Quality Standard and Quality Improvement

The National Quality Standard is the standard against which providers self-assess the performance of their service/s in delivering quality education and care, and plan future improvements to their service/s. One result of this process is a Quality Improvement Plan (QIP).

The Education and Care Services National Regulations 2017 (the National Regulations) require approved providers to prepare a Quality Improvement Plan (regulation 55) for each service that:

- includes an assessment by the provider of the quality of the practices of the service against the National Quality Standard
- and the National Regulations; and
- identifies any areas that the provider considers may require improvement; and
- contains a statement of philosophy of the service.

The National Regulations do not prescribe a format for a Quality Improvement Plan. The purpose of this template is to offer a format that supports approved providers to meet their obligations under the National Regulations.

Approved providers also have an obligation (r56) to review and revise the Quality Improvement Plan at least annually, having regard to the National Quality Standard.

A Quality Improvement Plan must be reviewed and/or submitted to the Regulatory Authority on request. The National Regulations do not prescribe a format for a Quality Improvement Plan.

Approved providers also have an obligation (r56) to review and revise the Quality Improvement Plan at least annually, having regard to the National Quality Standard. A Quality Improvement Plan must be reviewed and/or submitted to the Regulatory Authority on request.

About the ACECQA Quality Improvement Plan template

The purpose of this template is to offer a planning format that supports approved providers to meet their obligations under the National Regulations.

This template provides quick links to helpful resources for each quality area in the [Guide to the National Framework](#) and the [ACECQA website](#).

Exceeding NQS themes guidance

The Exceeding NQS sections provided for each Standard should only be completed when there is evidence of one or more Exceeding NQS themes impacting on practice at the service.

When the QIP is submitted to the Regulatory Authority for assessment and rating, an authorised officer will consider how the evidence documented impacts on practice, to determine if the Exceeding NQS themes are being met.

Service details

Service name		Service approval number	
Building Futures Care		SE -40013630	
Primary contacts at service			
Suzie Gelderblom			
Physical location of service		Physical location contact details	
Street	15 High Street	Telephone	3723 7788
Suburb	Forest Lake	Mobile	0432 335881
State/territory	Queensland	Fax	
Postcode	4078	Email	bfcare.com.au
Approved Provider		Nominated Supervisor	
Primary contact	Vicki McKinnon	Name	Suzie Gelderblom
Telephone	3723 7788	Telephone	3723 7788
Mobile	0432 335881	Mobile	0432 335881
Fax		Fax	
Email	VickiMCKINNON@buildingfutures.com.au	Email	suzie@bfcare.com.au
Postal address (if different to physical location of service)			
Street		State/territory	Queensland
Suburb		Postcode	4078
Educational leader			
Name	Suzie Gelderblom		
Telephone	3723 7788		
Email	suzie@bfcare.com.au		

Operating hours

For each day of the week this service is open, indicate the times of the day when education and care is provided. For centre-based services, this does not include non-contact hours for staff.

Describe the scheduled opening and closing times using a 24 hour clock (e.g. 07:30 to 18:00) rather than 'AM' and 'PM'. w

Round times to the nearest quarter of an hour.

If the service is open for two sessions per day, please indicate the opening and closing times for both sessions.

Family day care services or multi-site services should list the operating hours of the service office.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	08:00 AM	08:00 AM	08:00 AM	08:00 AM	08:00 AM		
Closing time	16:00 PM	16:00 PM	16:00 PM	16:00 PM	16:00 PM		

Additional information about your service

The following information will assist the Regulatory Authority to plan the assessment visit.

Provide additional information about your service—parking, school holiday dates, pupil-free days, etc.

Office is closed Public Holidays

Shared Parking with Child Care centre

How are the children grouped at your service?

Family Day care services offer care for children from 0 – 12 years.

Write the name and position of person(s) responsible for submitting this Quality Improvement Plan (e.g. Cheryl Smith, Nominated Supervisor)

Suzie Gelderblom, Nominated Supervisor

For family day care services, indicate the number of educators currently registered in the service and attach a list of the educators and their addresses.

No. of educators:

Service statement of philosophy

Please insert your service's statement of philosophy here.

Montessori is an education for life – An individualised learning program that encourages and fosters the children to develop at their own pace; in and a part of a natural and caring environment. Maria Montessori believed that from the ages of birth – 6, the children enter a plane of development known as the “Absorbent Mind” to take in the world and all of its offerings. It is this that Building Futures Care offers through the “Children’s House”.

A prepared environment is one of the main educators of the children. It is designed to welcome them and encourage them to interact and develop within the curriculum areas of Practical life and Grace and Courtesy, Sensorial, Mathematics, Language and the Cultural. By using concrete materials and methods, a process rather than product system is emphasised.

At Building Futures, we believe, as Maria Montessori did, that the Directresses should focus on the child as a person, not on a pre-planned program. Our Montessori Directress nurtures and inspires the human potential; leading children to ask questions, think for themselves, explore, investigate and discover. (This is reflected through the individual characteristics of Safe, Smiling, Smart and Multicultural.)

The Directress actively strives to build bonds with families to share knowledge and utilise each other’s skills, thus creating a sense of belonging for both the child and the family. A part of Building Futures Montessori “community” is the inclusiveness that is embedded within it and the wider world. Our ultimate objective is to foster and facilitate children to become contributing citizens of the world.

The application of this philosophy within our Family Day Care service will be to promote and inspire the educators in their professional development in the direction of understanding and implementing a Montessori approach. This may vary from educator to educator, as they continue on their professional journey.

Quality Area 1: Educational program and practice

This quality area of the *National Quality Standard* focuses on ensuring that the educational program and practice is stimulating and engaging and enhances children's learning and development. In school age care services, the program nurtures the development of life skills and complements children's experiences, opportunities and relationships at school, at home and in the community.

Additional information and resources about Quality Area 1 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

Quality Area 1: Standards and elements

Standard 1.1		The educational program enhances each child's learning and development.
Approved learning framework	Element 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.
Child-centred	Element 1.1.2	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
Program learning opportunities	Element 1.1.3	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
Standard 1.2		Educators facilitate and extend each child's learning and development.
Intentional teaching	Element 1.2.1	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
Responsive teaching and scaffolding	Element 1.2.2	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.
Child directed learning	Element 1.2.3	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
Standard 1.3		Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.
Assessment and planning cycle	Element 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.
Critical reflection	Element 1.3.2	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.
Information for families	Element 1.3.3	Families are informed about the program and their child's progress.

National Law and National Regulations underpinning Quality Area 1

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 1 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 51(1)(b)	Conditions on service approval (educational and developmental needs of children)	1.1.1
Section 168	Offence relating to required programs	1.1.1, 1.1.2
Regulation 73	Educational program	1.1.1
Regulation 74	Documenting of child assessments or evaluations for delivery of educational program	1.3.1
Regulation 75	Information about educational program to be kept available	1.3.3
Regulation 76	Information about educational program to be given to parents	1.3.3
Regulation 274A NSW	Programs for children over preschool age	1.3.1
Regulation 289A NT	Programs for children over preschool age	1.3.1
Regulation 298A Queensland	Programs for children over preschool age	1.3.1

Quality Improvement Plan for Quality Area 1

Summary of strengths for Quality Area 1

Strengths

Building Futures Care has a diverse range of Educational programs, that meet the needs of the children in care. Educators are able to choose their own programming style that includes journal, scrap books and digital. The freedom to do so allows Educators to be actively involved in the children's learning and adapt their practices to best suit the children that they have in care. Through observations and interactions with children in care, Educators gather information about children's development, ideas, interests, and cultures. This information is used to plan experiences, activities and extend on ideas for the children.

Educators promote children's agency, encouraging children to make their own choices. This occurs daily with routines that are embedded and flexible, for example if children are involved in an experience, they are given time to complete this experience before moving to the next routine time. The environment is set up in a way that children can choose their own resources and explore these at their own pace this is achieved by having child size furniture and shelving at the correct height for children.

Educators are provided with support from Coordinator's at visits where professional conversations occur and we discuss observations and individual children's needs. Coordinators provide Educators with access to templates and guides on program and practice and are available to assist them with implementing and recording programming and practice such as observations. Coordinator's provide focus notes that are displayed for families to read and the Focus notes provide monthly professional development that provide Educators with tools to improve and reflect on their Educational programs they provide for children.

Coordination unit also has provided Educators with a specific professional development workshop on the implementation of program and practice.

Educators provided with critical reflection questions that help them reflect, on visits Coordinators have conversations with Educators that also are reflective for example a conversation about a particular child's development and self-help skills and talking through ways the routine could be changed to enhance this child's development

All Educators have access to the EYLF, NQF and NQS and link the EYLF outcomes within their own individual planning.

Summary of strengths in practice where there is evidence of Exceeding NQS themes



Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 1.1 is available in the [Guide to the National Quality Framework](#).

Standard 1.1 – Program: The educational program enhances each child’s learning and development.

Exceeding themes	
1. Practice is embedded in service operations	
2. Practice is informed by critical reflection	
3. Practice is shaped by meaningful engagement with families, and/or community	

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 1.2 is available in the [Guide to the National Quality Framework](#).

Standard 1.2 – Practice: Educators facilitate and extend each child’s learning and development.

Exceeding themes	
1. Practice is embedded in service operations	
2. Practice is informed by critical reflection	
3. Practice is shaped by meaningful engagement with families, and/or community	

Summary of strengths in practice where there is evidence of Exceeding NQS themes



Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 1.3 is available in the [Guide to the National Quality Framework](#).

Standard 1.3 – Assessment and planning: Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.

Exceeding themes	
1. Practice is embedded in service operations	
2. Practice is informed by critical reflection	
3. Practice is shaped by meaningful engagement with families, and/or community	

Key improvements sought for Quality Area 1

Improvement Plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1.3.1	Assessment and evaluation for individual children to be included in the planning Cycle	Assessment and Evaluation process to be included	H	Discussions with Educators on visits find out how Educators are assessing children's development.	Educators will have tools to use to assess children's development that will be included in the planning cycle.	Jan 2021	Included in Jan 2021 focus notes
1.3.2	Critical reflection on children's learning and development to be embedded	Critical reflection to be embedded	M	Professional conversations at visits critically reflecting together. Coordination unit to provide Educators with an information sheet that has questions to help the critical reflection process. Co Ordinator's to read Educators reflections in their programs.	Critical reflection will be embedded in the planning process.	June 2021	Nov 19 Handouts to all Educators attached to November focus notes. All Critical reflection questions are included in Journal.



1.3.3	Not all Educators have sufficient knowledge of Montessori theory	Educators to have more knowledge of Montessori theory	M	Educators to complete Introduction to Montessori online course which gives a basic understanding of the Montessori philosophy.	All educators will have completed	Jan 2021	Sent out links in Nov 2020 Reminders sent out in Nov and Dec 2020 focus notes Sent link to Educators again via Canva 2020
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Quality Area 2: Children’s health and safety

This quality area of the *National Quality Standard* focuses on safeguarding and promoting children’s health and safety.

Additional information and resources about Quality Area 2 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

Quality Area 2: Standards and elements

Standard 2.1		Each child’s health and physical activity is supported and promoted.
Wellbeing and comfort	Element 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.
Health practices and procedures	Element 2.1.2	Effective illness and injury management and hygiene practices are promoted and implemented.
Healthy lifestyle	Element 2.1.3	Healthy eating and physical activity is promoted and is appropriate for each child.
Standard 2.2		Each child is protected.
Supervision	Element 2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
Incident and emergency management	Element 2.2.2	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
Child protection	Element 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.

National Law and National Regulations underpinning Quality Area 2

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 2 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 51(1)(a)	Conditions on service approval (safety, health and wellbeing of children)	2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3
Section 162A	Persons in day-to-day charge and nominated supervisors to have child protection training	2.2.3
Section 165	Offence to inadequately supervise children	2.2.1
Section 166	Offence to use inappropriate discipline	2.1.1, 2.2.1
Section 167	Offence relating to protection of children from harm and hazards	2.2.1
Section 170	Offence relating to unauthorised persons on education and care service premises	2.2.1
Section 171	Offence relating to direction to exclude inappropriate persons from education and care premises	2.2.1
Regulation 77	Health, hygiene and safe food practices	2.1.2
Regulation 78	Food and beverages	2.1.3
Regulation 79	Service providing food and beverages	2.1.3
Regulation 80	Weekly menu	2.1.3
Regulation 81	Sleep and rest	2.1.1



National Law and National Regulations		Associated element
Regulation 82	Tobacco, drug and alcohol free environment	2.2.1
Regulation 83	Staff members and family day care educators not to be affected by alcohol or drugs	2.2.1
Regulation 84	Awareness of child protection law	2.2.3
Regulation 85	Incident, injury, trauma and illness policies and procedures	2.1.2
Regulation 86	Notification to parents of incident, injury, trauma and illness	2.1.2
Regulation 87	Incident, injury, trauma and illness record	2.1.2
Regulation 88	Infectious diseases	2.1.2
Regulation 89	First aid kits	2.1.2
Regulation 90	Medical conditions policy	2.1.2
Regulation 91	Medical conditions policy to be provided to parents	2.1.2
Regulation 92	Medication record	2.1.2
Regulation 93	Administration of medication	2.1.2
Regulation 94	Exception to authorisation requirement—anaphylaxis or asthma emergency	2.1.2
Regulation 95	Procedure for administration of medication	2.1.2
Regulation 96	Self-administration of medication	2.1.2
Regulation 97	Emergency and evacuation procedures	2.2.2



National Law and National Regulations		Associated element
Regulation 98	Telephone or other communication equipment	2.2.2
Regulation 99	Children leaving the education and care premises	2.2.1
Regulation 100	Risk assessment must be conducted before excursion	2.2.1
Regulation 101	Conduct of risk assessment for excursion	2.2.1
Regulation 102	Authorisation for excursions	2.2.1

Quality Improvement Plan for Quality Area 2

Summary of strengths for Quality Area 2

Strengths

The scheme has procedures in place to support children's health needs for instance individual health plans and medication forms, detailed allergy and health information, records are provided to Educators from Coordination unit. All educators and Coordinators hold current first aid and CPR certificates.

All services are safety assessed before commencement of care including physical hazards, safe sleep and rest areas, safe bathroom and nappy change areas. Safety checks are repeated annually and monitored on monthly visits. Any safety issues or hazards are observed and brought up with the educators at the time and are recorded on support and monitoring records. Educators sign and are made aware of the safety issue. Followed up via email. Educators are given a time frame to repair the issue dependent upon the risk factor.

Educators and Coordinators have participated in Mandatory reporting/Child protection training. Educators and Coordinators also complete a Food safety course. Environments are provided at services where children can sit and eat or prepare meals together to encourage healthy eating and positive food experiences. Educators have a food pyramid poster displayed at their services.

Educators have access to the most current Staying Healthy in Childcare edition and use as a reference for standard practice. Educators are required to have a visitor's book and visitors are required to sign in and out when visiting the home. Parents are required to provide an authorized collection list for their children. This is signed upon enrolment.

Educators conduct regular Fire evacuations and lockdown procedures. All educators are required to have a fire blanket or extinguisher and be trained on how to use them through mandatory fire safety training online. Evacuation plans are displayed near all exit doors in the home. Building Futures conducts risks assessments on all animals, pools/ ponds, natural disasters and excursions.

Our Parent handbook is our main source of communication to parents and families of our health and safety policy and procedures as well as procedures arounds children health and wellbeing. This is sent out via email upon enrolment.

Educators are provided with the link to Family day care kid safe guidelines, co ordination unit regularly refers to these guidelines also.



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Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 2.1 is available in the [Guide to the National Quality Framework](#).

Standard 2.1 – Health: Each child’s health and physical activity is supported and promoted.

Exceeding themes	
1. Practice is embedded in service operations	
2. Practice is informed by critical reflection	
3. Practice is shaped by meaningful engagement with families, and/or community	

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 2.2 is available in the [Guide to the National Quality Framework](#).

Standard 2.2 – Safety: Each child is protected.

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

Key improvements sought for Quality Area 2

Improvement Plan

Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
2.2.2	Educators do not have evacuation bags	All educators to have an evacuation bag	L	Co ordination unit to provide information and suggestions for Educators to make emergency bags. Added to focus notes January 2021	All educators to have their own emergency bag in their service	March 2021	Conversations with Educators to ensure they can fill in evac drills correctly Conversations with Educators in regards to how they will maintain the health and safety of children if they need to evacuate the service Discuss suggestions that could be put in a Evac bag for example food/drink/nappies something for children to do drawing or books Document critical reflections with Educators on support and monitoring record



							Added to Jan 2021 focus notes

Quality Area 3: Physical environment

This quality area of the *National Quality Standard* focuses on the physical environment and ensuring that it is safe, suitable and provides a rich and diverse range of experiences that promote children’s learning and development.

Additional information and resources about Quality Area 3 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

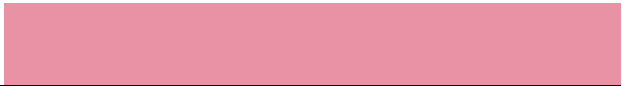
Quality Area 3: Standards and elements

Standard 3.1		The design of the facilities is appropriate for the operation of a service.
Fit for purpose	Element 3.1.1	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
Upkeep	Element 3.1.2	Premises, furniture and equipment are safe, clean and well maintained.
Standard 3.2		The service environment is inclusive, promotes competence and supports exploration and play-based learning.
Inclusive environment	Element 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.
Resources support play-based learning	Element 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.
Environmentally responsible	Element 3.2.3	The service cares for the environment and supports children to become environmentally responsible.

National Law and National Regulations underpinning Quality Area 3

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 3 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Regulation 103	Premises, furniture and equipment to be safe, clean and in good repair	3.1.2
Regulation 104	Fencing	3.1.1
Regulation 105	Furniture, materials and equipment	3.2.2
Regulation 106	Laundry and hygiene facilities	3.1.1
Regulation 107	Space requirements—indoor	3.1.1
Regulation 108	Space requirements—outdoor	3.1.1
Regulation 109	Toilet and hygiene facilities	3.1.1
Regulation 110	Ventilation and natural light	3.1.1
Regulation 111	Administrative space	3.1.1
Regulation 112	Nappy change facilities	3.1.1
Regulation 113	Outdoor space—natural environment	3.2.1
Regulation 114	Outdoor space—shade	3.1.1



National Law and National Regulations		Associated element
Regulation 115	Premises designed to facilitate supervision	3.1.1
Regulation 116	Assessments of family day care residences and approved family day care venues	3.1.1
Regulation 117	Glass (additional requirement for family day care)	3.1.1
Regulation 274 NSW	Swimming pools	3.1.2
Regulation 345 Tasmania	Swimming pool prohibition	3.1.2

Quality Improvement Plan for Quality Area 3

Summary of strengths for Quality Area 3

Strengths

Resources and equipment are checked each morning during morning safety checks. Coordinators conduct regular safety check on monthly visits and during annual safety assessment.

Educators provide a wide, varied selection of resources and equipment that are developmentally appropriate for the age groups they care for.

Premises, furniture and equipment are maintained and cleaned regularly, and any unsafe toys, equipment or furniture are disposed of or fixed promptly.

Indoor and outdoor spaces are easily accessible to children and designed with high level of supervision as a priority.

Activities, experiences and environments reflect the children's and their Educators cultural backgrounds, values and beliefs.

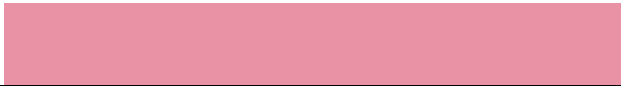
All environments are unique to individual Educators and the children that attend the service.

Plenty of space allowing for social play as well as quiet spaces. Children are encouraged to be involved in maintaining their environment for example sweeping, tidying, packing away and watering gardens.

Sustainable practices include gardening and using recyclable materials. Some Educators use different bins for recycling, children are taught about saving electricity and water. Educators source resources from Market place and gum tree and make their own resources for example playdough and paints.

Educators are provided with posters that encourage embedding sustainable practice. Focus notes were provided in September 2020 with lots of ideas and recipes to assist Educators with sustainability.

New Educators that are visited initially and that are going to be registered with building futures care are given a environment guide that gives ideas of how to set up environments that aligns with our philosophy. This is only a guide and is used for ideas Individual Educators ideas about setting up environment is always respected.



Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 3.1 is available in the [Guide to the National Quality Framework](#).

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

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 3.2 is available in the [Guide to the National Quality Framework](#).

Standard 3.2 – Use: The service environment is inclusive, promotes competence and supports exploration and play-based learning.

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

Key improvements sought for Quality Area 3

Improvement Plan

Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
3.2.1	Lack of natural resources in some environments	More sustainable natural equipment in all educators' environments	M	Discussions with Educators around sustainable resources and the purchase of them. Using Pinterest has a training ideas tool.	For services to have more natural resources	June 2021	November 19 Educators are being guided to use natural materials. Educators using loose parts natural play. August 2020 focus notes Professional development about sustainability different ideas about role modelling and recipes



Quality Area 4: Staffing arrangements

This quality area of the *National Quality Standard* focuses on the provision of qualified and experienced educators, co-ordinators and nominated and experienced supervisors who are able to develop warm, respectful relationships with children, create safe and predictable environments and encourage children's active engagement in the learning program. **Please note that a number of transitional and jurisdiction-specific regulations apply to staffing arrangements. Refer to Chapter 7 of the *Education and Care Services National Regulations* for more information.**

Additional information and resources about Quality Area 4 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

Quality Area 4: Standards and elements

Standard 4.1	The design of the facilities is appropriate for the operation of a service.	
Organisation of educators	Element 4.1.1	The organisation of educators across the service supports children's learning and development.
Continuity of staff	Element 4.1.2	Every effort is made for children to experience continuity of educators at the service.
Standard 4.2	Management, educators and staff are collaborative, respectful and ethical.	
Professional collaboration	Element 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.
Professional standards	Element 4.2.2	Professional standards guide practice, interactions and relationships.

National Law and National Regulations underpinning Quality Area 4

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 4 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 51(2)	Conditions on service approval (FDC Coordinators)	4.1.1
Section 161	Offence to operate education and care service without nominated supervisor	4.1.1
Section 161A	Offence for nominated supervisor not to meet prescribed minimum requirements	4.1.1
Section 162	Offence to operate education and care service unless responsible person is present	4.1.1
Section 163	Offence relating to appointment or engagement of family day care co-ordinators	4.1.1
Section 164	Offence relating to assistance to family day care educators	4.1.1
Section 164A	Offence relating to the education and care of children by family day care service	4.1.1
Section 169	Offence relating to staffing arrangements	4.1.1
Section 269	Register of family day care educators, co-ordinators and assistants	4.1.1
Regulation 117A	Placing a person in day-to-day charge	4.1.1
Regulation 117B	Minimum requirements for a person in day-to-day charge	4.1.1
Regulation 117C	Minimum requirements for a nominated supervisor	4.1.1
Regulation 118	Educational leader	4.1.1



National Law and National Regulations		Associated element
Regulation 119	Family day care educator and family day care educator assistant to be at least 18 years old	4.1.1
Regulation 120	Educators who are under 18 to be supervised	4.1.1
Regulation 123	Educator to child ratios – centre based services	4.1.1
Regulation 123A	Family day care co-ordinator to educator ratios—family day care service	4.1.1
Regulation 124	Number of children who can be educated and cared for – family day care educator	4.1.1
Regulation 126	Centre-based services – general educator qualifications	4.1.1
Regulation 127	Family day care educator qualifications	4.1.1
Regulation 128	Family day care co-ordinator qualifications	4.1.1
Regulation 130	Requirement for early childhood teacher – centre-based services – fewer than 25 approved places	4.1.1
Regulation 131	Requirement for early childhood teacher – centre-based services – 25 or more approved places but fewer than 25 children	4.1.1
Regulation 132	Requirement for early childhood teacher – centre-based services – 25-59 children	4.1.1
Regulation 133	Requirement for early childhood teacher – centre-based services – 60 to 80 children	4.1.1
Regulation 134	Requirement for early childhood teacher – centre-based services – more than 80 children	4.1.1
Regulation 135	Early childhood teacher illness or absence	4.1.1



National Law and National Regulations		Associated element
Regulation 136	First aid qualifications	4.1.1
Regulation 143A	Minimum requirements for a family day care educator	4.1.1
Regulation 143B	Ongoing management of family day care educators	4.1.1
Regulation 144	Family day care educator assistant	4.1.1
Regulation 145	Staff record	4.1.1
Regulation 146	Nominated Supervisor	4.1.1
Regulation 147	Staff members	4.1.1
Regulation 148	Educational leader	4.1.1
Regulation 149	Volunteers and students	4.1.1
Regulation 150	Responsible person	4.1.1
Regulation 151	Record of educators working directly with children	4.1.1
Regulation 152	Record of access to early childhood teachers	4.1.1
Regulation 153	Register of family day care educators, co-ordinators and assistants	4.1.1
Regulation 154	Record of staff other than family day care educators, family day care co-ordinators and family day care educator assistants	4.1.1

Quality Improvement Plan for Quality Area 4

Summary of strengths for Quality Area 4

Strengths

The Coordination unit provides Educators with Focus notes at the beginning of the month that include important topics we are going to focus on for visits and to provide us with the starting points for professional conversations.

Coordinators perform regular visits for support and monitoring and are always available to educators for further support and monitoring via phone and email.

Coordination unit connects with families when they enrol at the scheme usually via email and phone calls. All new children in care are visited in the first few weeks at the educator's home. Coordinators contact parents either on phone or email to tell parents they have met their child and a little about what the child was doing and how they have settled into care.

Coordination unit attends Family Day Care network meetings in Brisbane or online. Coordination unit attends Company Leadership meetings with other Centre Directors.

Approved Provider and Coordination unit attended a Family Day Care Queensland Strategic meeting. Coordinators, Approved Providers and Operations Manager attended the Family Day Care Australia engagement conference. Educational Leader is part of the Educational Leader action group with Family Day Care Queensland.

Coordination unit host professional development and workshops for educators to further support the children's learning and development, for example Environment and planning workshops. Educators provide feedback from workshops on Evaluation forms to give Coordination unit feedback. Correspondence and support documents are shared with Educators regularly. Educators are regularly invited to conferences, online workshops and seminars including Building Futures annual conference.

Building Futures Care engages Educators and staff from a wide variety of cultural backgrounds as well as many diverse families. Their beliefs, values and attitudes are respected, valued and incorporated into our practices as much as possible. Educators are encouraged to join a closed Facebook page that provides a community for educators to engage, share and learn from each other strengths, experiences and knowledge.

Family Day Care Educators are invited to the company Christmas party, the open day for family day care office and first birthday where the scheme celebrated 12 months of operation. Coordination unit took Educators and children birthday cakes. Educator day is celebrated by Coordination unit visiting Services with a certificate and Gift. Coordination unit also asks families to help celebrate Educator Day.

Coordination unit seek feedback from Families in the form of Survey Monkey and Building Futures Care survey that is sent out with Family Newsletters. Coordination unit sought feedback about policies and procedures.

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 4.1 is available in the [Guide to the National Quality Framework](#).

Standard 4.1 – Staffing arrangements: Staffing arrangements enhance children’s learning and development.

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 4.2 is available in the [Guide to the National Quality Framework](#).

Standard 4.2 – Professionalism: Management, educators and staff are collaborative, respectful and ethical.

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

Key improvements sought for Quality Area 4

Improvement Plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
4.2.2	Educators need to be more involved in continuous professional development	For Educators to have a Professional development training schedule.	M	Coordinators to create a Professional development annual schedule Educators to attend Building Futures annual Conference in May.	Educators to attend Building Futures Family Day Care Conference.	February 2020 March 2020 May 2021 March 2020	Feb 2020 All current educators were provided with a professional development calendar March 2020 All educators sent out an email invite to building futures conference The conference was cancelled due to COVID-19 New date is 22 nd May 2021 March 2020 Environment professional development workshop delivered
4.2.1	Obtaining more family feedback	For families to be more actively	L	Community events such as Christmas	Family feedback will reflect their satisfaction	Dec 2020	Dec 2020



	and engagement	engaged with the scheme and their Educators		and Easter get together. Parent community page	with engagement levels. Educators and family's feedback will reflect that they feel a part of the building futures care community	Dec 2021	Christmas in the park get together invite sent out- no attendance – ongoing work around this We did not go ahead with Christmas party this year for families due to COVID-19. Sent out Digital Christmas cards for Easter and Christmas and other special events
					Survey parents to how they would like to participate in community events. Implement a calendar of events and maybe added to current calendar that is sent out to Educators	March 2021	



Quality Area 5: Relationships with children

This quality area of the *National Quality Standard* focuses on relationships with children being responsive, respectful and promoting children’s sense of security and belonging. Relationships of this kind free children to explore the environment and engage in play and learning.

Additional information and resources about Quality Area 5 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

Quality Area 5: Standards and elements

Standard 5.1		Respectful and equitable relationships are maintained with each child.
Positive educator to child interactions	Element 5.1.1	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included
Dignity and rights of the child	Element 5.1.2	The dignity and the rights of every child are maintained.
Standard 5.2		Each child is supported to build and maintain sensitive and responsive relationships.
Collaborative learning	Element 5.2.1	Children are supported to collaborate, learn from and help each other.
Self-regulation	Element 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.

National Law and National Regulations underpinning Quality Area 5

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 5 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 166	Offence to use inappropriate discipline	5.1.1, 5.1.2, 5.2.2
Regulation 155	Interactions with children	5.1.1, 5.1.2, 5.2.2
Regulation 156	Relationships in groups	5.2.2

Quality Improvement Plan for Quality Area 5

Summary of strengths for Quality Area 5

Strengths

Children are engaged in one on one experiences as well as whole group experiences. Building Futures Care believes that each service acts as a micro community. The children and Educator work collaboratively to ensure that their environments are respected and cared for. Children and Educator work together to maintain their community.

The Family Day Care environment allows each child to work, play and learn at their own pace despite possible differing age groups or developmental levels. Educators facilitate each child's needs and places importance on providing each child individualised education, experiences and care.

Family Day Care Educators were provided with the opportunity to participate in an online training Challenging behaviour's presented by Sue Larkey.

Parents and children are invited to come into the service prior to their start date. Educators are flexible with visiting to allow children and families to feel comfortable before commencement of care. This flexibility builds upon the foundations for Educators, families and children to build strong relationships.

Children's own agency is fostered and encouraged with activities and experiences within each service that promote independence and child lead learning. Mixed age services as well as small groupings allow children to support and learn from each other. Individual Educators use a variety of behavioural management techniques to assist children in conflict resolution, guiding their own behaviour and emotional regulation.

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 5.1 is available in the [Guide to the National Quality Framework](#).

Standard 5.1 – Relationships between educators and children: Respectful and equitable relationships are maintained with each child.

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 5.2 is available in the [Guide to the National Quality Framework](#).

Standard 5.2 – Relationships between children: Each child is supported to build and maintain sensitive and responsive relationships.

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

Key improvements sought for Quality Area 5

Improvement Plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
5.2.1	Scheme playgroup	Collaboration and developing relationships between Educators	M	Begin planning group experiences (even just 2 educators) when safe to do so	Educators are able to network	August 2020 New date June 2021	This has not occurred because of COVID-19
5.1.2	Embedding United Nations Convention on Rights in programs	Educators to start thinking about children's equity and rights Educators to gain more information about cultural diversity and inclusion	L	Educators professional development on cultural diversity and cultural inclusion. During visits ask Educators to reflect on how their practice impacts on children's equity and rights. Ask for written reflections on this. Print out United Nations Conventions for Educators and ask them to display.	Educators understand the United Nations Conventions for Educators and ask them to display	March 2021	



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Quality Area 6: Collaborative partnerships with families and communities

This quality area of the National Quality Standard focuses on collaborative relationships with families that are fundamental to achieving quality outcomes for children and community partnerships that are based on active communication, consultation and collaboration.

Additional information and resources about Quality Area 6 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

Quality Area 6: Standards and elements

Standard 6.1	Respectful relationships with families are developed and maintained and families are supported in their parenting role.	
Engagement with the service	Element 6.1.1	Families are supported from enrolment to be involved in the service and contribute to service decisions.
Parent views are respected	Element 6.1.2	The expertise, culture, values, beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
Families are supported	Element 6.1.3	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
Standard 6.2	Collaborative partnerships enhance children's inclusion, learning and wellbeing.	
Transitions	Element 6.2.1	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
Access and participation	Element 6.2.2	Effective partnerships support children's access, inclusion and participation in the program.
Community engagement	Element 6.2.3	The service builds relationships and engages with its community.

National Law and National Regulations underpinning Quality Area 6

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 6 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 175	Offence relating to requirement to keep enrolment and other documents	6.1.3, 6.2.1
Regulation 157	Access for parents	6.1.1

Quality Improvement Plan for Quality Area 6

Summary of strengths for Quality Area 6

Strengths

Families are supported by the coordination unit from enrolment through discussions to provide type of care they are requiring for their child. We provide families with communication forms such as “all about me” which allows us to gather information about the child and the family’s culture and values. This is passed to the Educator. Families are offered visits prior to commencement of care which allows for the child and families to build relationships with children who are already in care as well as understand routines. Families have access to information about the scheme via the website and are provided with contact details of the Coordinators for any questions they may have. Families are provided with the parent handbook which includes some helpful information on settling their child into care, what is needed for care etc.


Families are invited to community events such as Christmas in the park to get to know each other and build community relationships. Educators conduct their own celebrations in their services that relate to their own and the family’s cultural celebrations. Educators are encouraged to share these on the Educator Facebook page for other Educators to participate in. Families are invited to participate in surveys to gather feedback about the schemes enrolment procedure and policies and procedures.

Coordinators attended inclusion support meetings with inclusion support Queensland to develop an inclusion support plan for our services. Coordinators collate information to support families and this is shared in the Parent Handbook. We have created a Resource folder of different resources for families that can be provided. If families require more specific support the coordination unit has links with inclusion support to provide a more personalised support plan. Coordination unit engages with inclusion support regularly and attends online workshops and receives information that is often filtered through to families and Educators.

Educators are provided with the opportunity to observe at the Montessori Long day care services and have the opportunity to complete their practicum at our Building Futures Montessori Long Day Care services if they are studying. New Educators can visit experienced Family Day Care Educators for ideas and to build connections and extend on future networking opportunities.

We have Family Day Care Educators that are enrolled with Building Futures Education (Training College). Studying with our college provides lots of support for Educators and collaboration between trainers and the Coordination unit. This also allows them easy access to Montessori training.

Family Day Care has been able to enrol children from Building Futures Montessori long day care to provide smaller groups and home environment that better suited the children’s needs. The coordination unit has supported transitions such as these by attending services



regularly to ensure the transition was positive and successful. Regular communication is maintained with the family and the educator to ensure the child is supported. If alternate care is needed when an educator is absent children's records and information are shared with the alternate educator. Whenever able a coordinator will visit the alternate care service to support the educator and the child in the new environment.

The Coordination unit office offers a "Street Library" for children and families to borrow and read books.

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 6.1 is available in the [Guide to the National Quality Framework](#).

Standard 6.1 – Supportive relationships with families: Respectful relationships with families are developed and maintained and families are supported in their parenting role.

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 6.2 is available in the [Guide to the National Quality Framework](#).

Standard 6.2 – Collaborative partnerships: Collaborative partnerships enhance children’s inclusion, learning and wellbeing.

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

Key improvements sought for Quality Area 6

Improvement Plan

Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
6.2.3	Parent Facebook page	To create a community for our parents and families to engage in	M	Set up a parent Facebook page and invite all parents / make the invite part of the enrolment process	Parents and families using the platform to engage and share	June 2020 July 2021	Set up no families have joined yet. To continue trying to get families connected with our face book page. Include this step in enrolment process
6.2.3	Information sheet about community engagement	For educators to be well informed on various ways to engage with the community around them	L	Coordinators will make a form on how to engage community	Educators will be participating in more community engagement in many different ways	Feb 2021	

Quality Area 7: Governance and Leadership

This quality area of the National Quality Standard focuses on effective leadership and governance of the service to establish and maintain quality environments for children’s learning and development. Effective leaders establish shared values for the service that reflect the service context and professionalism and set clear direction for the service’s continuous improvement. Governance refers to the systems in place to support effective management and operation of the service, consistent with the service’s statement of philosophy.

Additional information and resources about Quality Area 7 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

Quality Area 7: Standards and elements

Standard 7.1	Governance supports the operation of a quality service.	
Service philosophy and purpose	Element 7.1.1	A statement of philosophy is developed and guides all aspects of the service’s operations.
Management systems	Element 7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service.
Roles and responsibilities	Element 7.1.3	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.
Standard 7.2	Effective leadership build and promotes a positive organisational culture and professional learning community.	
Continuous improvement	Element 7.2.1	There is an effective self-assessment and quality improvement process in place.
Educational leadership	Element 7.2.2	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
Development of professionals	Element 7.2.3	Educators, co-ordinators and staff members’ performance is regularly evaluated and individual plans are in place to support learning and development.

National Law and National Regulations underpinning Quality Area 7

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 7 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 21	Reassessment of fitness and propriety (provider approvals)	7.1.2
Section 51(2)	Conditions on service approval (FDC co-ordinators)	7.1.2, 7.1.3
Section 56	Notice of addition of nominated supervisor	7.1.2
Section 56A	Notice of change of a nominated supervisor's name or contact details	7.1.2
Section 161	Offence to operate education and care service without nominated supervisor	7.1.2
Section 161A	Offence for nominated supervisor not to meet prescribed minimum requirements	7.1.2
Section 162	Offence to operate education and care service unless responsible person is present	7.1.2
Section 162A	Persons in day-to-day charge and nominated supervisors to have child protection training	7.1.2
Section 163	Offence relating to appointment or engagement of family day care co-ordinators	7.1.2, 7.1.3
Section 164	Offence relating to assistance to family day care educators	7.1.2
Section 164A	Offence relating to the education and care of children by family day care service	7.1.2, 7.1.3
Section 165	Offence to inadequately supervise children	7.1.2
Section 166	Offence to use inappropriate discipline	7.1.2

National Law and National Regulations		Associated element
Section 167	Offence relating to protection of children from harm and hazards	7.1.2
Section 168	Offence relating to required programs	7.1.2
Section 169	Offence relating to staffing arrangements	7.1.2
Section 170	Offence relating to unauthorised persons on education and care service premises	7.1.2
Section 171	Offence relating to direction to exclude inappropriate persons from education and care service premises	7.1.2
Section 172	Offence to fail to display prescribed information	7.1.2
Section 173	Offence to fail to notify certain circumstances to regulatory authority	7.1.2
Section 174	Offence to fail to notify certain information to regulatory authority	7.1.2
Section 174A	Family day care educator to notify certain information to approved provider	7.1.2, 7.1.3
Section 175	Offence relating to requirement to keep enrolment and other documents	7.1.2
Section 188	Offence to engage person to whom prohibition notice applies	7.1.2
Section 269	Register of family day care educators, coordinators and assistants	7.1.2
Regulation 31	Condition on service approval-quality improvement plan	7.2.1
Regulation 55	Quality improvement plans	7.2.1
Regulation 56	Review and revision of quality improvement plans	7.2.1
Regulation 158	Children's attendance record to be kept by approved provider	7.1.2
Regulation 159	Children's attendance record to be kept by family day care educator	7.1.2

National Law and National Regulations		Associated element
Regulation 160	Child enrolment records to be kept by approved provider and family day care educator	7.1.2
Regulation 161	Authorisations to be kept in enrolment record	7.1.2
Regulation 162	Health information to be kept in enrolment record	7.1.2
Regulation 163	Residents at family day care residence and family day care educator assistants to be fit and proper persons	7.1.2
Regulation 164	Requirement for notice of new persons at residence	7.1.2
Regulation 165	Record of visitors	7.1.2
Regulation 166	Children not to be alone with visitors	7.1.2
Regulation 167	Record of service's compliance	7.1.2
Regulation 168	Education and care service must have policies and procedures	7.1.2
Regulation 169	Additional policies and procedures—family day care service	7.1.2
Regulation 170	Policies and procedures to be followed	7.1.2
Regulation 171	Policies and procedures to be kept available	7.1.2
Regulation 172	Notification of change to policies or procedures	7.1.2
Regulation 173	Prescribed information to be displayed	7.1.2
Regulation 174	Time to notify certain circumstances to regulatory authority	7.1.2
Regulation 174A	Prescribed information to be notified to accompany notice	7.1.2
Regulation 175	Prescribed information to be notified to regulatory authority	7.1.2

National Law and National Regulations		Associated element
Regulation 176	Time to notify certain information to regulatory authority	7.1.2
Regulation 176A	Prescribed information to be notified to approved provider by family day care educator	7.1.2
Regulation 177	Prescribed enrolment and other documents to be kept by approved provider	7.1.2
Regulation 178	Prescribed enrolment and other documents to be kept by family day care educator	7.1.2
Regulation 179	Family day care educator to provide documents on leaving service	7.1.2
Regulation 180	Evidence of prescribed insurance	7.1.2
Regulation 181	Confidentiality of records kept by approved provider	7.1.2
Regulation 182	Confidentiality of records kept by family day care educator	7.1.2
Regulation 183	Storage of records and other documents	7.1.2
Regulation 184	Storage of records after service approval transferred	7.1.2
Regulation 185	Law and regulations to be available	7.1.2
Regulation 344 Tasmania	Working with vulnerable people registration – staff members	7.1.2
Regulation 358 Victoria	Working with children check to be read	7.1.2
Regulation 359 Victoria	Criminal history record check to be read and considered	7.1.2

Quality Improvement Plan for Quality Area 7

Summary of strengths for Quality Area 7

Strengths

The Scheme has developed a philosophy that is true to our intentions and aims as a scheme and company. Philosophy is displayed at all Family Day Care services for Families.

Support and monitoring visits are used as a collaborative tool to discuss current issues affecting children, educators, staff, and scheme. Coordination unit provides educators with a support and monitoring record in a follow up email to further clarify any discussions had during the visit. Additional resources and links maybe provided as well as linking to regulations and NQS. Support and Monitoring record had been updated after reflection that it was beneficial to have it grouped into National Quality areas this now allows more conversations about how it is evident that Educators are meeting the National Quality standards.

Coordinators conduct risk management and assessments on a wide variety of circumstances including animals, natural disasters, home safety checks (initial and annual thereafter) and 3 monthly review after initial registration of educator engagement. This process allows Educators to reflect on the first three months of working as a Family Day Care Educator and provides the opportunity to have discussions with coordination unit and set goals.

Coordinators have linked with Be You and have had meetings with the resource officer. Coordination unit have attended Be You's online training and send out information sheets and training to Educators to support wellbeing.

The service provides role statements for Educators, Coordinators and Educational Leader. Educational leader is part of a working group with Family Day Care Queensland. Educational Leader also has the opportunity to meet with other Educational leaders within the Building Futures Montessori long day care centres.

Monthly Leaders meetings are held that include management and Directors from centres which allows for networking and discussions on Early Childhood issues.

The coordinators strive for improvement through regular verbal reflection and by using the QIP document.

All services have displayed a poster informing families about our QIP and how they are able to read and access it.

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 7.1 is available in the [Guide to the National Quality Framework](#).

Standard 7.1 – Governance: Governance supports the operation of a quality service.

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 7.2 is available in the [Guide to the National Quality Framework](#).

Standard 7.2 – Leadership: Effective leadership builds and promotes a positive organisational culture and professional learning community.

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

Key improvements sought for Quality Area 7

Improvement Plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
7.2.1	Feedback about coordination unit	For Educators to feel comfortable and positive about providing feedback about the coordination unit and scheme	M	Surveys Email from possibly Vicki, someone not in unit	Coordinators have goals to work towards, educators feel heard and validated	Nov 2021	
7.2.3	More resources available for coordinators and educators	Resource library for coordinators and Educators	L	Collect and collate relevant materials and resources for ongoing professional development and learning	Coordinators and educators have a variety of resource books available for further learning and reference	June 2021	

Notes



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