



Australian Children's
Education & Care
Quality Authority

National Quality Standard Assessment and Rating Report

Service name	Townsville Grammar Early Education Centre		
Service approval number	SE-40003218		
Provider name	The Board of Trustees of the Townsville Grammar School		
Provider approval number	PR-00000183		
Assessment & rating number	ASR-00014129		
Report Status	Final	Date report completed	6/04/2016

Assessment and rating visit details

Type of service

☒ Long Day Care

☐ Outside School Hours Care (OSHC)

☐ Family Day Care (FDC)

☒ Preschool / Kindergarten

Nominated supervisor

Cyndi Friend

Educational leader

Cyndi Friend

Responsible person

Primary contact for assessment & rating

Cyndi Friend

Quality Improvement Plan date received

29/01/2016

Visit

Date	Arrival	Departure	No. of children in attendance
10/02/2016	8:15 AM	4:30 PM	31
11/02/2016	10:00 AM	2:00 PM	27

Authorised officer

Name Nola Davis

Name

Further information (if applicable)

Quality Area 1 – Educational program and practice

Standard 1.1	An approved learning framework informs the development of a curriculum that 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, ideas, culture, abilities and interests are the foundation of the program.	Met
1.1.3	The program, including routines, is organised in ways that maximise opportunities for each child's learning.	Met
1.1.4	The documentation about each child's program and progress is available to families.	Met
1.1.5	Every child is supported to participate in the program.	Met
1.1.6	Each child's agency is promoted, enabling them to make choices and decisions and influence events and their world.	Met

Evidence for Standard 1.1

Curriculum decision making aligned with the principles and practices of the *Early Years Learning Framework (EYLF)*. Curriculum documentation demonstrated this alignment through reference to the *Queensland kindergarten learning guideline (QKLG)*.

Programs were planned to respond to the diverse knowledge, ideas, culture, interests and abilities of children based on information gathered from a variety of sources, including families. Pre-prep children's views of their strengths were recorded by educators and displayed near the entrance to the Pre-prep room. Families were invited to add to the list of their child's strengths. Educators used this information to plan experiences for individual children. Information gathered through educators' observations of children's play was also used to inform the program. For example, experiences were planned in response to the interest of four children's in garbage trucks. An educator responded initially by spontaneously providing a video for the children to find out where the garbage truck took the garbage that it collected. This was followed with a discussion about recycling and planned experiences such as the reading of the story *Recycling is Fun* and making a recycling bin for use at snack and meal times.

Program delivery ensured every child was supported to participate in relevant and engaging experiences.

Children initiated and contributed to experiences that emerged from their own ideas and interests. A child's request to make a bracelet with beads led to a number of children beading bracelets and necklaces on that day. After observing a snake skin, the children expressed their own ideas about snakes through a range of experiences such as painting and play dough.

Learning experiences were incorporated into everyday experiences, including routines and transitions. Children were encouraged to write their names in the attendance book when they arrived at the service each day. Self-help skills were developed during routine times such as lunch time and rest time. For example, during lunch time a child was having difficulty removing cheese from its packaging. An educator suggested to the child that he scrape out the cheese with a biscuit like she was doing. Prior to rest time children prepared their beds (stretchers) with sheets. During transitions, action rhymes/songs provided opportunities for learning. For example, children in the Pre-prep Group counted the number of "monkeys" who remained to tease the "crocodile" while chanting the rhyme *Five Little Monkeys*.

Documentation about each child's participation and progress in the program was available to families. Documentation displayed in playrooms included information about individual children's participation. Documented observations were referenced to a learning outcome number, for example LO 1.1.5 (QKLG). An analysis of the learning that occurred was recorded in some documentation to inform families or their child's progress towards the learning outcomes. Daily emails related to the program were also forwarded to families. At the end of the first and second semester, families of children in the Pre-prep Group were informed of their child's progress in each of the QKLG learning and development areas via a report that was compiled by the teacher. A document entitled *Summative Assessment* demonstrated that a similar report related to progress towards the learning outcomes of the "Early Years Learning Framework" (EYLF) was to be provided to families of children enrolled in the Pre-kindy Group in 2016.

Children were able to make choices and decisions about their learning and their involvement and participation in the program. Children's agency was promoted through the play-based program that was provided. A range of materials and resources available in the indoor and outdoor environments allowed the children to exercise their independence and make their own decisions about what they would do. For example, during the Pre-prep indoor play time, one child typed on a keyboard in the "office" while two other children played with dolls nearby in the open space, the "daycare room". Children's choice about whether to be indoors or outdoors was restricted by the scheduled times allocated for indoor play and outdoor play. However, educators offered the children the opportunity to continue to participate in their chosen activities by moving the resources. For example, a child who was still painting at an easel when it was time to transition to indoors was asked if she would like the easel moved inside so that she could continue painting.

Standard 1.1 is rated : Meeting National Quality Standard

Standard 1.2	Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.	
1.2.1	Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.	Met
1.2.2	Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.	Met
1.2.3	Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.	Met

Evidence for Standard 1.2

Assessment, documentation and evaluation of each child's learning and development demonstrated an ongoing cycle of planning. Educators gathered and documented evidence of children's learning. Evidence that was gathered over a period of time for each child in the Pre-prep Group was analysed by the teacher and a determination made as to where the child had progressed on the *Continua of learning and development continuum* (the companion document to the QKLG). Inferences about each child's capabilities and their rate of learning and development informed the teacher's plans to progress the child's learning and development.

A variety of strategies was used to collect, document, organise and interpret information to assess children's learning. Educators collected evidence of children's learning and development through verbal conversations with children and families, photographs, work samples and anecdotal records such as observations and learning stories. Educators had prepared a learning journal for each child in which to compile information about their learning.

Program documentation demonstrated that each child's ideas and capabilities were the focus for planned experiences. For example, the dramatic home play area was changed into an office following an educator's discussions with a child about his mother's place of work. The child's knowledge and ideas about what was needed to make an office such as a desk, a computer and a coffee machine was recorded by the educator to inform the planning of the office environment. An educator planned to explore different alphabet letters with a child who demonstrated his competence with the recognition of the letters of his own name.

Educators scaffolded children's learning and made use of spontaneous teachable moments. For example, an educator used a moment when pushing a child on a swing to count out loud from 1 to 10 while doing so. Another educator intentionally scaffolded a child's photography skills by showing the child how to use the camera. When the child did not succeed in her first attempt at taking a photo, the educator provided more specific instructions. The educator acknowledged the child's success by saying, "Well done. You did it!" Educators intentionally created environments and planned learning experiences that built children's knowledge about different cultural backgrounds. For example, an educator brought a range of Chinese artefacts such as Chinese clothes and shoes, traditional fans, chopsticks and decorative items from her home for the children to explore. A child who was exploring the use of chopsticks commented, "It's (chopsticks) are a bit tricky".

Critical reflection on children's thinking and learning occurred regularly in a variety of ways and informed the program. Educators reflected on the information that they recorded in their observations of children's play. Some of these reflections included detailed analysis of the children's learning, others showed only a link to the learning

outcome(s) of the QKLG. The *Daily Curriculum Plan* displayed in the playrooms demonstrated that educators had planned experiences for individual children based on these reflections. Educators recorded information about the children's learning on a *Daily Reflection* that was also displayed. An educator advised that she had a personal diary to also record reflections.

Standard 1.2 is rated : Meeting National Quality Standard

Quality Area 1 summary

QA 1 Minor Adjustment notes

QA 1 Quality Improvement Plan notes

In quality improvement planning processes, consideration could be given to:

- providing evidence of decision-making that refers to the principles, practices and learning outcomes of the *Early Years Learning Framework* in the documentation of the program and children's learning and development;
- developing programs that consistently incorporate each child's knowledge, ideas, culture, abilities and interests;
- further promoting children's agency through, for example routine times and access to the indoor and outdoor environments at all times;
- developing strategies that clearly demonstrate assessment of each child's learning and development is part of an ongoing cycle of planning, documentation and evaluation;
- identifying and recording the learning of individual children in observations of the group such as group learning stories; and
- providing support to further develop educators' knowledge and skills in reflective practice.

QA 1 Compliance notes

For Quality Area 1 – Educational program and practice, is there an unacceptable risk to the health, safety and wellbeing of children? NO

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

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

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

Quality Area 1 is rated : Meeting National Quality Standard

Quality Area 2 – Children’s health and safety

Standard 2.1	Each child’s health is promoted.	
2.1.1	Each child’s health needs are supported.	Met
2.1.2	Each child’s comfort is provided for and there are appropriate opportunities to meet each child’s need for sleep, rest and relaxation.	Met
2.1.3	Effective hygiene practices are promoted and implemented.	Met
2.1.4	Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines.	Met

Evidence for Standard 2.1

Information about children’s individual health requirements was collected, updated in consultation with families and medical professionals, and communicated to relevant educators and staff. Information was gathered during the enrolment process. Families were requested to have medical management plans updated in consultation with their child’s medical practitioner if they presented with an original plan that had not been reviewed for some time. Information about children’s health requirements were communicated to relevant educators verbally. In addition, information was displayed in the Director’s office and in the relevant playroom.

Educators and staff monitored, supported and managed each child’s individual health needs. For example, a child’s health needs were supported and managed by educators who administered the child’s prescribed supplement at the designated time.

Sleep and rest routines and practices were flexible and considered the child and family’s personal preferences and needs. Children in both groups rested on stretchers at the scheduled rest time. Quiet activities were provided for those children who had not gone to sleep after a twenty minute rest period. An educator advised that a child in the Pre-kindy Group was woken after a one hour sleep at the request of the family.

Safe and appropriate space, furniture and resources were provided for rest, sleep and relaxation in accordance with recognised guidelines about children’s health, safety and well being. During outdoor play time in the morning, an educator sat down on a large mat on the verandah and read a story to a child. Another child constructed a puzzle that was available nearby. In the afternoon, children lay on or rested against the large cushions that were situated on the mat.

Procedures and schedules for maintaining effective hygiene practices were implemented and reflected current research.

Educators promoted and supported children to learn effective hygiene practices. When the children transitioned from outdoors to indoors, an educator stood alongside the children at the hand basins and encouraged the children to "scrub, scrub, scrub" their hands. During morning tea, another educator reminded a child to cover his sneeze. Then the educator advised the child to wash his hands again and explained the reasons why.

Recognised health and safety guidelines were sourced and used to provide families with information and resources relating to children's health. Information was sourced from *Staying Healthy in Childcare*.

Educators observed, responded to and documented signs of children's illness and injury and communicated this to families. For example, an educator recorded a child's temperature on the relevant form. The family was then contacted to advise them accordingly.

Procedures were in place and appropriate steps were taken to control the spread of infectious diseases and to manage injuries and illness. For example, the service had an exclusion policy. Families were requested to "keep all unwell children at home" and advised that they could return to the service 24 hours after the last symptom. Families were advised that all children receiving Child Care Benefit must be fully immunised and up-to-date.

Procedures were in place and appropriate practices were implemented to store, document and administer medication.

First aid kits were accessible at all times and rosters ensured an educator with first aid training was on duty at all times. First aid kits that were available for each group were positioned so they could be accessed easily from both the indoor and outdoor play environments. All educators held current first aid, CPR, asthma and anaphylaxis certificates.

On 29 March 2016, the Approved Provider submitted feedback to the Quality Improvement Plan suggestions included in the draft Assessment and Rating report. Therefore, Standard 2.1 remains at Meeting National Quality Standard.

Standard 2.1 is rated : Meeting National Quality Standard

Standard 2.2	Healthy eating and physical activity are embedded in the program for children.
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2.2.1	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.	Met
2.2.2	Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.	Met

Evidence for Standard 2.2

Water was readily available at the service, easily accessible to children and offered throughout the day. A water bubbler was available for children to access on the verandah area. However, the children preferred to fill cups with cold water from a water cooler that was situated on a bench on the verandah. During outdoor play, educators regularly encouraged children to have a drink of water.

Families were encouraged to provide nutritious food for their children. Information about healthy eating choices was provided to families in the booklet - *Welcome to Townsville Grammar Early Education 2016*. For example, families were requested to provide fruit and/or yoghurt for morning tea, a sandwich or other style of main meal for lunch, and biscuits/fruit for afternoon tea.

Children were engaged in experiences, conversations and routines that promoted healthy lifestyles, good nutrition and healthy eating. The daily routine included scheduled times for morning tea, lunch and afternoon tea. Educators sat with the children during snack and meal times. Educators chatted with the children about the foods that they were eating and events that were happening in the children's lives.

Resources promoting the importance of healthy eating and physical activity for children's health and development were provided to families.

Educators encouraged participation in planned and spontaneous physical activities. Children spontaneously participated in physical activity such as running, climbing, balancing and swinging in the outdoor environment. Information recorded on a white board in the storage shed indicated planned experiences for specific children. Educators facilitated children's physical activity in the indoor environment during transitions, group times and spontaneously in response to the children's needs. For example, prior to going outdoors in the afternoon, an educator asked the children if they would like to do some dancing with her. The educator demonstrated movements to the music for the children to follow.

On 29 March 2016, the Approved Provider submitted feedback to the Quality Improvement Plan suggestions included in the draft Assessment and Rating report. Therefore, Standard 2.2 remains at Meeting National Quality Standard.

Standard 2.2 is rated : Meeting National Quality Standard

Standard 2.3	Each child is protected.	
2.3.1	Children are adequately supervised at all times.	Met
2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.	Met
2.3.3	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.	Met
2.3.4	Educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect.	Met

Evidence for Standard 2.3

Educators supervised children in all areas of the service, at all times. For example, an educator in the Pre-kindy Group advised another educator that she was just helping a child in the bathroom prior to moving to the children's bathroom to supervise and/or assist the child.

Hazards that presented a risk to children's safety, health and well being, including excursions, were identified and managed. The indoor and outdoor environments were checked for hazards each day.

Sun safe practices were implemented and discussed with children. Children in the Pre-prep Group were observed applying sunscreen in the afternoon as per the group's daily routine. Educators who noticed children not wearing hats outdoors requested that the children put on their hats if they wanted to play outdoors.

Evacuation signs and procedures were clearly displayed at the service.

Emergency and evacuation procedures were practiced, documented and developed in consultation with relevant authorities. Evacuation and lock-down procedures were practised regularly (records sighted). The Director advised that the service conducted rehearsals at least every three months with the aim to conduct them on a monthly basis.

Procedures were in place for managing incidents and providing a child-safe environment.

First aid kits were accessible at all times and rosters ensured an educator with first aid training was on duty at all times. First aid kits that were available for each group were positioned so they could be accessed easily from both the indoor and outdoor play environments. All educators held current first aid, CPR, asthma and anaphylaxis certificates.

Educators and staff were aware of their roles and responsibilities to respond to every child at risk of abuse or neglect. Educators participated in child protection training on an annual basis during the week prior to the service opening after the Christmas/New Year break.

In addition:

Children were effectively supervised at all times and educators were attuned to the needs of all children to ensure each child's health and safety. A Supervision Plan which was developed to support educators to supervise the L-shaped playground was displayed in the verandah area. An educator positioned at the swing area pushed the children on the swings and/or sat with the children who were waiting behind the witches hats. Throughout the day, educators communicated effectively about the supervision of children by informing other staff before they left an area. Educators reminded families of their responsibility to supervise the children at all times. For example, when a parent engaged an educator in an extended conversation at collection time, an educator advised the parent that she needed to keep a watch on the children.

Effective steps were taken to identify and manage risks and the precautions taken to protect children from hazards and harm reflected best practice. For example, witches hats were positioned in an area near the swing as a precaution to protect children. Children who were waiting for a swing were required to sit down behind the witches hats to prevent them from being hit by the moving swings. Throughout the day, educators continually monitored the environment for any hazards that posed a risk to children. For example, an educator who was playing with a child in the home corner noticed an item that was in disrepair. The educator removed the item from the play area while explaining to the child the reason for doing so and commenting that the item could not be repaired. A child who threw sand onto the concrete of the verandah area was encouraged to sweep the sand into the sand pit to make the verandah area safe. In addition, educators consistently monitored children's play for safe use of equipment and resources. A child was lying down at end of the cardboard tube that children were rolling marbles through. On noticing the child, an educator advised the child that he needed to move so that the marbles did not hit him on the head.

Standard 2.3 is rated : Exceeding National Quality Standard

Quality Area 2 summary

QA 2 Minor Adjustment notes

QA 2 Quality Improvement Plan notes

In quality improvement planning processes, consideration could be given to:

- providing small enclosed spaces in the indoor and outdoor environments to further support individual children's needs for rest/relaxation;
- reviewing research and recommendations in relation to quality sleep practices in early childhood and education services to inform policies and practices;
- actively promoting hand washing by children, families and staff on arrival and departure from the service;
- reviewing policies and procedures related to safe food handling and storage, in particular the use of gloves for handling food and the storage of thermal lunch boxes in the fridge;
- using *Staying Healthy. Preventing infectious diseases in early childhood education and care services. 5th edition* as a resource to guide practices and provide information to families;
- providing families with further information about physical activity and healthy food choices to include in lunch boxes through, for example, information booklets developed by the service and/or links to relevant websites;

- providing more planned physical activities which build on the children's individual needs, interests and abilities;
- providing more challenging experiences for children in the Pre-prep Group through regular use of the playground that adjoins the Pre-prep playroom; and
- developing and implementing strategies to actively raise family and community awareness of child protection issues.

QA 2 Compliance notes

For Quality Area 2 – Educational program and practice, is there an unacceptable risk to the health, safety and wellbeing of children? NO

Quality Area 2 is rated : Meeting National Quality Standard

Quality Area 3 – Physical environment

Standard 3.1	The design and location of the premises is appropriate for the operation of a service.	
3.1.1	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.	Met
3.1.2	Premises, furniture and equipment are safe, clean and well maintained.	Met
3.1.3	Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space.	Met

Evidence for Standard 3.1

The physical environment was designed to foster children's learning and development. The outdoor environment provided spaces for physical activity and learning. Children used the large open turfed area for running races and chasing bubbles. An area with soft-fall surface was set up with an obstacle course. A verandah area provided a permanently shaded play space throughout the day for quieter experiences such as reading, painting and constructing puzzles. A shade sail erected over the swing area provided the only other shaded area except in the later afternoon when the shadow from the building was cast over a narrow section of the playground. Spacious playrooms provided a range of learning areas.

The indoor and outdoor environments were designed or adapted to ensure access and participation by each child. The design of the purpose built service provided ease of access to, and within the building. Each playroom opened onto a verandah area that adjoined the playground. The Director advised that the indoor environment was adjusted to support the participation of a child with additional needs. For example, the height of the tables was adjusted, items that presented as an obstacle to the child's movement in the environment were repositioned and more floor cushions were provided to support the child while participating in "floor time".

The physical environment and premises were clean, well maintained, and included adequate space for children of all ages to work and play. During the past twelve months all maintenance needs related to the physical environment and premises have been attended to by the builder as per the building contract. Educators attended to daily routine cleaning tasks throughout the day. The grounds were maintained by the Townsville Grammar School's (School) grounds person on a weekly basis or as on a needs basis.

Children's safety was considered when arranging equipment, furniture and activities.

Standard 3.1 is rated : Meeting National Quality Standard

Standard 3.2	The environment is inclusive, promotes competence, independent exploration and learning through play.	
3.2.1	Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.	Met
3.2.2	Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the program and allow for multiple uses.	Met

Evidence for Standard 3.2

Indoor and outdoor environments were designed and organised to cater for all levels of abilities.

Built and natural environments supported children's exploration and learning through play. For example, children explored the properties of water at the water trough as they poured the water from one container to another and used the water to turn the water wheel. Some children who were playing in the sandpit used their buckets to collect water from the water trough to mix with the sand to create sand castles.

The environment was planned with appropriate levels of challenge to encourage children to explore, experiment and take appropriate risks in their learning.

Children had access to sufficient resources, materials and equipment. In the indoor environments children had access to a wider range of resources that were incorporated in the various learning spaces or displayed on open shelving. For example, children who chose to play with the play dough selected tools from a trolley nearby to use. An area entitled "art studio" provided different coloured paints and tools for the children to self select.

Resources, materials and equipment were organised in ways to enable multiple uses within the program. Resources in the outdoor environment were selected and set up by the educators. For example, buckets, spades and plastic sea creatures were positioned in the sand pit and resources to support water play were provided in the water trough. Children used kinetic sand that was available on a table in the Pre-kindy playroom in multiple ways. One child used the sand to make "porridge" while another child used the sand to stabilise a "tree" that he was making with a cardboard tube.

Children were provided with appropriate resources, technologies and media which were used to support their learning. Two computers were available in the computer area in each playroom. Children did not access these on the day of the Authorised Officer's visit. However, some children in the Pre-kindy Group were keen to view the dogs that an educator was researching on one of the computers in their playroom. A smart screen was also available in each playroom.

Standard 3.2 is rated : Meeting National Quality Standard

Standard 3.3	The service takes an active role in caring for its environment and contributes to a sustainable future.	
3.3.1	Sustainable practices are embedded in service operations.	Met
3.3.2	Children are supported to become environmentally responsible and show respect for the environment.	Met

Evidence for Standard 3.3

Sustainable practices were embedded in service operations. Photographic and narrative displays in the children's bathrooms guided children in the sustainable practices of this area. For example, "1 piece of paper towel to dry our hands" was written beneath a photograph of a child drying her hands. Children sorted waste products from morning/afternoon tea and lunch. Food scraps that were suitable for guinea pigs were saved by the children to give to an educator to take home to feed her guinea pigs.

Information and ideas about sustainable practices were shared with families. Families were informed about the service's recycling processes through emails about the children's daily program. A display in one of the playrooms showed families where the recycling area was located. Photographs of children using the recycled products was included in the display.

Educators supported children to show respect, care and appreciation for the environment. For example, educators supported children to care for the plants in the gardens by assisting them to fill their watering cans and talking with them about the plants that needed water. An educator asked a child to water the plants near the bench seat as the plants had not been watered. The educator asked another child to water the plants rather than the grass and explained that they had sprinklers to water the grass.

Commitment to environmental responsibility and sustainability throughout the service was demonstrated in a variety of ways.

There were opportunities for educators and children to learn about and promote the sustainable use of resources. An educator spontaneously promoted the sustainable use of water when interacting with children who were watering the plants. The educator explained to the children that Townsville did not have much water and therefore the children needed to use the water carefully. The educator then pointed out the plants that currently needed water. Educators also planned experiences to promote the sustainable use of resources. For example, an educator planned an experience in which the children used recycled plastic milk bottles as planter containers.

Standard 3.3 is rated : Meeting National Quality Standard

Quality Area 3 summary

QA 3 Minor Adjustment notes

QA 3 Quality Improvement Plan notes

In quality improvement planning processes, consideration could be given to:

- planning for the provision of more shady spaces in the outdoor environment to invite children's use throughout the day;
- providing environments that greater reflect the backgrounds and cultures of families and the wider community through, for example, furniture, furnishings and resources;
- providing opportunities for children to set up their own play spaces outdoors through independent safe access to materials/resources that they can move around freely;
- providing more natural items/features in the outdoor environments for children to explore;
- developing a sustainability plan to build on current practices and inform future decision-making;
- providing further opportunities for children to be actively involved in being environmentally responsible and supporting this involvement within the program and in the broader community; and
- developing further strategies to share information and ideas about sustainable practices with families.

QA 3 Compliance notes

For Quality Area 3 – Educational program and practice, is there an unacceptable risk to the health, safety and wellbeing of children? NO

Quality Area 3 is rated : Meeting National Quality Standard

Quality Area 4 – Staffing arrangements

Standard 4.1

Staffing arrangements enhance children's learning and development and ensure their safety and well-being.

4.1.1

Educator-to-child ratios and qualification requirements are maintained at all times.

Met

Evidence for Standard 4.1

Staffing arrangements facilitated educators' availability to respond to children. An educator from each group was available to support children's settling-into the service each day and to facilitate their departure at the end of the day. These educators worked together with the combined groups during these times.

Strategies were in place to ensure a regular pool of relief staff was available. A list of relief educators was displayed in the Director's office. The Director advised that relief staff were accessed internally through the School.

Rosters were arranged to ensure continuity of care. Two educators - one from the Pre-kindy Group and one from the Pre-prep Group - were rostered to work at the beginning and the end of the day.

Qualification requirements at the service were met at all times.

In addition:

The organisation of educators contributed to a high quality learning and care environment for children. Each educator was assigned to a specific group. These staffing practices supported the establishment of secure relationships with children and families. In addition, a team of three educators worked with each group. This organisation of educators provided continuity of care and learning for the children during staff lunch breaks and daily non-contact time provided for teachers for programming. Two of the three educators assigned to the group remained to provide education and care to the group during these times. The appointment of an early childhood teacher (one fully qualified, the other still studying) as the lead educator to each group further contributed to a high quality learning and care environment.

Standard 4.1 is rated : Exceeding National Quality Standard

Standard 4.2	Educators, coordinators and staff members are respectful and ethical.
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4.2.1	Professional standards guide practice, interactions and relationships.	Met
4.2.2	Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships.	Met
4.2.3	Interactions convey mutual respect, equity and recognition of each other's strengths and skills.	Met

Evidence for Standard 4.2

Ethical principles and professional standards guided decision making and practice. Professionalism at the service was guided by the service's Code of Conduct and the service philosophy. This was evident, for example, in educators' respectful relationships with children, families and each other.

The atmosphere at the service was positive and calm.

Strengths, skills, talents and interests of educators and staff members were recognised, supported, utilised and developed to improve practices and relationships. For example, an educator's musical abilities were utilised in the program. Other educators sought suggestions from this educator's wide repertoire of children's songs to share with the children. The Director advised that she often utilised the creative abilities of another educator when she needed something new to be developed.

Interactions and communication between all staff displayed mutual respect, equity and recognition. Throughout the day educators communicated respectfully with each other. For example, during transition to indoors, an educator asked another educator if she was "right to take that (the water cooler) inside".

Educators worked together to examine practice, review outcomes and generate ideas. Educators attended monthly staff meetings during which they participated in collaborative discussions about their practices. Information gathered from individual educators during the service's evaluation process was also discussed during staff meetings. Educators examined their practices in light of information presented during professional development workshops/seminars and generated new ideas to implement.

In addition:

Throughout the assessment and rating visit, educators and the Director consistently demonstrated a high level of collaboration. Educators worked together to deliver and manage the daily program. For example, an educator in the Pre-kindy Group set up experiences on the tables in preparation for indoor play time while another educator facilitated a group language time with the children. Similarly in the Pre-prep Group, one educator assisted a child with the final tidying up of the indoor play environment while another educator read a story to the group. Throughout the day, educators regularly communicated with each other in relation to the needs of specific children and possible changes that may need to be made to ensure the program ran smoothly. Prior to leaving the group to have lunch, educators informed one another of where they were at with tasks/responsibilities so that the other educator could continue with these. The Director was observed interacting with individual educators at various

times of the day and sharing information. The Director also assisted educators with the delivery of the program when there was an identified need. For example, the Director assisted educators during the morning transition from outdoor play to indoors. The Director initially sat down and talked with a child who became upset at this time and then read the child a story while the educators of the Pre-Kindy Group assisted the other children with the morning tea routine.

Interactions consistently demonstrated mutual respect, equity and recognition of each other's strengths and skills, promoting a positive atmosphere within the service. Educators were courteous to each other at all times. For example, educators greeted each other on arrival. Prior to departing at the end of their shift, educators liaised with other educators to ensure everything was OK for them to leave. Educators were observed dropping in to the office to say goodbye to the Director during their departure. Throughout the day, educators demonstrated respect for one another as they shared information and conferred with one another. For example, when it was nearing tidy up time, educators checked in with other educators prior to alerting children that there were five more minutes until tidy up time. Educators demonstrated equity and recognition of each other's skills in recording children's learning. All educators contributed to the documentation of children's learning. Observations recorded by individual educators of each group were included in the displayed information. Discussions with the Director revealed that in her role as Educational Leader she recognised and respected the skills of the teachers and provided them with the autonomy to develop the group programs in a way that worked for them.

Standard 4.2 is rated : Exceeding National Quality Standard

Quality Area 4 summary

QA 4 Minor Adjustment notes

QA 4 Quality Improvement Plan notes

QA 4 Compliance notes

For Quality Area 4 – Educational program and practice, is there an unacceptable risk to the health, safety and wellbeing of children? NO

Quality Area 4 is rated : Exceeding National Quality Standard

Quality Area 5 – Relationships with children

Standard 5.1	Respectful and equitable relationships are developed and maintained with each child.	
5.1.1	Interactions with each child are warm, responsive and build trusting relationships.	Met
5.1.2	Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.	Met
5.1.3	Each child is supported to feel secure, confident and included.	Met

Evidence for Standard 5.1

Respectful and reciprocal interactions formed the basis of positive relationships with each child. Educators greeted children by name on arrival and engaged the children and their families in conversations. For example, an educator talked with a child and her dad about an iPad. The educator invited the child to do a painting at the easel nearby to support the child's separation. Then the educator informed the child that she would take a photo of the painting and send it to her dad on the iPad.

Educators responded positively and respectfully to children's evolving ideas, interests, abilities and confidence. For example, a child's idea of jumping from one coloured circle on the soft-fall surface to another was embraced by an educator who held the child's hand and helped the child to jump.

Educators acknowledged and affirmed children's efforts and progress. An educator who was facilitating the children's transition from group time to lunch advised the children that she needed some monkeys to tease the crocodile. Then the educator commented to a child, "[Child's name] you're great at this". On another occasion when the educator noticed that a child had written his own name the educator stated, "Oh my. You can do your own name. I am so impressed".

Educators and children engaged in two-way conversations and interactions about what was happening around them, why things happened and what could be learned. For example, on return to the water play area, an educator followed up on previous discussions with the children and asked the children if anyone had worked out the mystery of why the water was blue. Then the educator listened to the children's theories and responded accordingly. Another educator sat down at the kitchen table in the dramatic play area, enquired about the child's play, posed questions and responded to the child's invitation to join her play.

Children were supported to build secure attachments and to feel safe and included.

In addition:

Interactions with each child were consistently warm, responsive and built trusting relationships that promoted children's sense of belonging. Educators interacted playfully with individuals and groups of children throughout the

day. For example, an educator sat on a bench seat in the playground and assisted individual children to blow bubbles. The educator also blew lots of bubbles into the air for the other children to run after and catch. The children screamed in delight when the educator blew bubbles over the top of their heads. Children who showed signs of distress were comforted immediately. For example, the Director sat down alongside a child who began to cry during transition from outdoor play to indoors. The Director talked with the child about the fun that they had and the things that they had done together the previous day. An educator who noticed a child who was upset at rest time asked the child if she could give the child a cuddle. When cuddling the child the educator enquired if the child would like the educator to help her relax that day. The educator then sat down on the floor beside the child's stretcher and held the child's hand while the child rested and then went to sleep.

Every child was consistently encouraged and supported to engage with educators in meaningful, open interactions that enhance the acquisition of skills for life and learning. Throughout the day, educators frequently initiated conversations with individual children about things that were happening at the service and in the children's lives at home. For example, during outdoor play, an educator told a child that she saw Lizzie (the Eastern bearded dragon that had taken up residence at the service) in the morning when the educator was doing the playground check. Another educator talked with a child about flying in aeroplanes (the child's mother had informed the educator that she was travelling to Brisbane that morning for work). The educator commented that she did not like flying but she knew that the child's mother was confident in doing so. Educators sat down at the tables with the children during snack and meal times and initiated conversations about topics of interest to individual children. For example, an educator enquired about the motorbike that the child's family purchased for him the previous day. The child informed the educator that the motorbike had two wheels. Then the educator enquired whether or not the child had all the relevant safety protection gear to wear while riding his bike.

Each child was consistently included and involved in the program and displayed confidence and security.

Standard 5.1 is rated : Exceeding National Quality Standard

Standard 5.2	Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.	
5.2.1	Each child is supported to work with, learn from and help others through collaborative learning opportunities.	Met
5.2.2	Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.	Met
5.2.3	The dignity and rights of every child are maintained at all times.	Met

Evidence for Standard 5.2

Regular opportunities were provided for all children to learn through social play and collaborative experiences with the support of educators to maintain positive relationships. The indoor physical environment was set up to provide opportunities for children to play in social groups. For example, a group of children worked together in the block area to build a structure on which to place a long cardboard tube through which to roll marbles. An educator facilitated the children's collaborative decision to raise the height of the structure to increase the speed at which the marbles rolled down the tube.

Educators modelled strategies and facilitated opportunities for children to maintain positive relationships with each other and with adults. For example, a child who noticed another child playing with marbles told an educator that he wanted some marbles. The educator demonstrated to the child how to acquire some marbles. The educator asked the child who was playing with the marbles if the other child could have some. The educator thanked the child when he agreed to the educator's request. As the child moved some marbles towards the other child, the educator explained that this child was the "marble keeper".

Educators encouraged children to listen to other children's ideas and solve problems together.

Educators supported children to manage their own behaviour, communicate effectively to resolve conflict and consider alternative behaviours. "Pre-prep & Pre-kindy Rules" which were developed collaboratively with the children were displayed in the Pre-kindy playroom as a reference tool to support children to manage their behaviour.

A range of strategies were utilised to ensure that the dignity of each child was maintained regardless of culture, ability or background.

In addition:

Collaborative learning opportunities were effectively facilitated and every child was consistently supported to work with, learn from and help others. Educators consistently supported the children to help one another throughout the day. For example, children in the Pre-prep Group were supported to help at tidying time through the singing of the song "The More We Work Together" as they were doing so. In addition, educators asked individual children to tidy specific areas to support children to identify areas that needed attention. Educators contributed ideas and resources to facilitate and extend collaborative learning opportunities. For example, an educator who observed a group of children building a road with wooden blocks underneath at table suggested the children move the chairs away from

the table so that they had more room to work together. Then the educator introduced a large piece of plywood which one child placed against the table to make a ramp. Other children positioned blocks against the plywood to prevent the plywood from slipping. Educators consistently encouraged, supported and acknowledged children's cooperative behaviour. For example, an educator commented to a child, "That's good sharing [child's name]. I will have to tell Dad about that". When another child asked for a turn, the educator explained that [child's name] was having a turn and that she appreciated the child waiting.

Each child was consistently encouraged and supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts. Educators consistently encouraged positive behaviour among children, for example, sharing, turn taking, initiating and playing in socially acceptable ways. When a child secured some kinetic sand with which another child was playing, an educator asked the child if he knew why the other child was crying. Then the educator explained, "[Child's name] is sad because you took the sand." Then the educator requested that the child ask the other child for some sand next time. Educators supported children to identify and respond to other children's non-verbal cues. For example, an educator explained to a child how the child's behaviour was affecting another child. The educator pointed out that the look on the other child's face told her that the child needed to slow down. Then the educator suggested, "You could tell her that you want to put the baby in the bed. You could put them beside each other like twins." Another educator supported a child to respond appropriately to the behaviour of a child who was obstructing movement on the obstacle course. The educator initially asked the child who was upset what he needed to do about the situation. Then the educator advised, "You need to tell [child's name] to climb down so that you can walk across the obstacle course".

The dignity and rights of every child were consistently supported and promoted at all times. For example, when a child informed an educator that another child was not sharing the watering cans, the educator supported the rights of both children. The educator initially asked the child with the watering can how many turns he needed. The child said that he needed one more turn. Then the educator informed the other child accordingly, explained to the child that he could have a turn next and commented, "That sounds like a good plan". A child who became upset when he was not initially chosen to be one of the five monkeys while the group said the associated rhyme was acknowledged by the educator. The educator informed the child that he could have a turn soon and then invited the child to join her in saying the rhyme. Educators promoted the dignity of individual children when toileting by encouraging other children who were waiting for a turn to choose a story and sit in a space nearby.

Standard 5.2 is rated : Exceeding National Quality Standard

Quality Area 5 summary

QA 5 Minor Adjustment notes

QA 5 Quality Improvement Plan notes

In quality improvement planning processes, consideration could be given to incorporating enquiry-based projects in the program to provide opportunities for children to collaboratively engage in more in-depth study/exploration of concepts, ideas and interests which arise in the group.

QA 5 Compliance notes

For Quality Area 5 – Educational program and practice, is there an unacceptable risk to the health, safety and wellbeing of children? NO

Quality Area 5 is rated : Exceeding National Quality Standard

Quality Area 6 – Collaborative partnerships with families and communities

Standard 6.1	Respectful supportive relationships with families are developed and maintained.	
6.1.1	There is an effective enrolment and orientation process for families.	Met
6.1.2	Families have opportunities to be involved in the service and contribute to service decisions	Met
6.1.3	Current information about the service is available to families.	Met

Evidence for Standard 6.1

Families were supported throughout the enrolment and orientation process. Families were encouraged to stay for a while when delivering their children during the settling-in phase. The service also supported families to feel at ease during this initial stage by inviting them to call the service at any time to enquire about how their child had settled for the day. During the Authorised Officer's visit, a mother of a child in the Pre-kindy Group contacted the service and spoke with the lead educator about her child's progress for the day.

Information was gathered from families to support the continuity of care between home and the service. For example, families completed a "Family Information" form which included the child's interests, strengths, settling-in strategies and any additional information that families would like to provide about their child.

Families had opportunities to be involved in the service, make suggestions and contribute to service decisions.

The service had a culture of open and friendly communication between families and educators.

Families had access to current information relating to the service and service operations. A welcome pack containing information about the service and forms to complete (including a "Parent Evaluation Form for the Orientation") was provided to families on their child's first day of attendance at the service.

In addition:

There was an effective enrolment and orientation process based on active communication, consultation and collaboration with families that supported all families. The Director of Enrolments and Marketing of the School visited the service each Thursday to meet families who had completed a generic Townsville Grammar School Application for Enrolment either online or in hard copy. During the visit the Director of Enrolments and Marketing and the service Director shared information with each new family as they toured the service together. Families who were unable to meet with the Director of Enrolments and Marketing on a Thursday were invited to the service to meet with the service Director to discuss their child's enrolment application. Families were invited to an Open Day in September 2015 during which they were introduced to, and participated in discussions with the service Director and educators. Further communication and consultation occurred in September 2015 during an Orientation Evening

which the Head of Junior School and the Director of Enrolments and Marketing attended, together with the service Director and educators. A parent information evening was planned for 18 March 2016 to provide an opportunity for families to ask additional questions that they may have now that their children had attended the service for a short period of time.

Families were offered a range of opportunities to be actively involved in the service and were encouraged to significantly contribute to service decisions. All families were invited to attend monthly Parent Committee meetings during which discussions and decision-making related to service operations occurred. For example, the idea of secure access to the service that was initiated at a Parent Committee meeting was being explored by the service. Feedback gathered from families during the evaluation process also informed decision-making. Families could contribute to policy reviews by recording information on the Parent "Policy and Procedure feedback form" which they received in the welcome pack or on the relevant form for the current policy under review that was displayed in the foyer. Other opportunities for families to be actively involved in the service included sharing their skills with the children, facilitating experiences such as cooking and providing resources. Families participated in special service events such as Mother's/Father's Day.

Comprehensive and current information about the service was provided to families in an accessible format. Families could access information about the service such as the "Early Education Centre Handbook" and enrolment information on the Townsville Grammar School website. This information was also available in hard copy at the service, together with a booklet entitled "Welcome to Townsville Grammar Early Education Centre". This booklet provided additional information about the service including the names of educators, policies and procedures, the daily routine, food/lunch boxes, behaviour management and contact numbers of the service, the Director of Early Education and the Head of Junior School. Information was shared verbally with families during visits to the service and/or attendance at parent information evenings. Families received a *Townsville Grammar School Calendar* that included information about service events that were scheduled throughout the year. For example the calendar included "EEC Parent Information 6.00-7.00pm (North Shore)" which was scheduled for 18 February 2016. In addition, information was provided to families through displays in the foyer and in the playrooms, emails, text messages and newsletters. The service could communicate directly with families through Skoolbag, the School app. For example, the service used the app. to advise families of its intention to close due to the loss of power.

Standard 6.1 is rated : Exceeding National Quality Standard

Standard 6.2	Families are supported in their parenting role and their values and beliefs about child rearing are respected.	
6.2.1	The expertise of families is recognised and they share in decision-making about their child's learning and well-being.	Met
6.2.2	Current information is available to families about community services and resources to support parenting and family well-being.	Met

Evidence for Standard 6.2

Opportunities were available for families to communicate their expectations, values and beliefs. Opportunities were available during the enrolment process through discussions during visits to the service and information evenings. The Director was a non-contact employee and was available at the service for discussions three days a week. Alternatively, families could contact the Director via telephone or communicate their expectations to educators.

The service supported families in their parenting role.

Strategies were used to facilitate shared decision making with families regarding their child's education and care. Families could share in decision-making by recording information on the "Parent Programme Contribution Form" such as their expectations regarding what their child will be learning, any self-help skills or areas of development for educators to concentrate on, and particular interests and favourite types of play to be incorporated in the program. Rosters were arranged so that an educator from each group was available at all times should families wish to share information verbally at delivery or collection times. Families of children in the Pre-prep Group were invited to participate in mid-year formal discussions with the Pre-prep teacher.

Families were supported to access information about local community services and resources. For example, families were supported to access Child Safety Services through information such as telephone numbers that were included in a display in the service foyer. A brochure - *Parentline* - provided families with information about the services it offered such as counselling and parenting programs. Families were invited to attend an information evening that was facilitated by a speech therapist from the local community.

Educators recognised the diversity of families' child rearing practices.

Standard 6.2 is rated : Meeting National Quality Standard

Standard 6.3	The service collaborates with other organisations and service providers to enhance children's learning and well-being.	
6.3.1	Links with relevant community and support agencies are established and maintained.	Met
6.3.2	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.	Met
6.3.3	Access to inclusion and support assistance is facilitated.	Met
6.3.4	The service builds relationships and engages with their local community.	Met

Evidence for Standard 6.3

Strategies and processes were in place to work with family members, specialists or support agencies to plan for the inclusion of all children. Processes were in place to liaise with families, seek their permission for referral and engage with the North Queensland Inclusion Support Agency (NQISA) to plan for the inclusion of all children.

Processes were in place to ensure educators had the skills and expertise necessary to support the inclusion of children with additional needs. An inclusion support facilitator from NQISA provided strategies and support to build the capacity of educators to include the child in the program. The service fostered connections and engagement with the local community. Emergency services personnel including those from the police, fire and ambulances services visited and shared with the children information about their role in the community. The children participated in Big Smiles in the Park during Oral Health Week.

Children were provided with opportunities to learn about and contribute to the local community. The children learnt about and contributed to the community through the service's involvement in the Townsville Grammar School fund raising ventures such as the Foodbank appeal and the Cancer Council fundraising and sponsorships, for example for a child in Ethiopia and a school in Africa.

The service fostered connections and engagement with the local community.

Children were supported to develop an understanding of their social and cultural heritage and that of the broader community, including Aboriginal and Torres Strait Islander people. For example, children were supported to develop an understanding of the Chinese culture through discussions about Chinese New Year and exploring items of clothing and eating utensils and making traditional fans. Waddi Mooli - a greeting in the native language spoken by both the Bindal and Wulgurukaba clans - was acknowledged through its display in the Pre-kindy playroom. However, the greeting did not appear to be included either in interactions between educators and children or in the group's daily routine.

Strategies were in place to support children's positive transitions within and between the service, home, kindergarten, school and other venues. Children's transition from the Pre-kindy Group to the Pre-prep Group in the

following year was supported through visits to the Pre-prep playroom in the last semester. The weekly alternate use of the Pre-kindy playground and the Pre-prep playground throughout the year also supported the transition as the children became familiar with the Pre-prep outdoor environment during this time.

In addition:

Continuity of learning and transitions for each child were systematically promoted by sharing relevant information, clarifying responsibilities and building collaborative strategies with relevant stakeholders. As noted previously (refer to Standard 6.1) systematic processes which involved families in collaborative discussions supported children's transition between the home and the service. In addition, families were invited to meet the Head of Junior School during the enrolment process to share relevant information and build collaborative relationships. Children and families participated in the Stay and Play Program. This provided an opportunity for families meet with their child's educators to exchange information. Each child's continuity of learning and transition to school was also systematically promoted through the service's transition to prep program. During the fourth term Pre-prep children visited the School's Junior Campus. During these visits the children spent time in each of the three Prep classrooms with the Prep teacher, teacher aide and current Prep children. The children also visited other classrooms where they met specialist teachers such as those who taught drama, music and physical education (children would attend these classes while in Prep). The Director advised that discussions with the Prep teachers helped to clarify expectations and responsibilities and build collaborative strategies to support children's transition to Prep. Transition statements prepared by the teacher were provided to families to further support the transition process.

Inclusion and support assistance was consistently facilitated, ensuring each child was able to participate fully in the program. Assistance from the NQISA was consistently facilitated to ensure each child was able to participate fully in the program. For example, during 2015 the service sought assistance from NQISA to support a child who was enrolled in the Pre-prep Group. A Service Support Plan that was developed by NQISA in consultation with the service was implemented. Support assistance was consistently facilitated through the employment of an additional educator for five hours per day on three days of the week. The additional educator shared the team responsibilities to ensure that all the children in the group could consistently access and participate in all aspects of the program. Regular visits from the inclusion support facilitator from NQISA occurred throughout the year. The service was a member of Noah's Ark Resource Library and accessed adaptive equipment to assist the child. As noted previously (refer to Standard 3.1) the service environment was also adapted to support the child's participation.

The service established effective relationships and actively engaged with their local community, in particular the School community. Effective relationships between the service located at the School's North Shore Campus and other School campuses was established through formal communication systems such as the Principal's newsletter and School events. Families participated in events organised by the School's Black and Gold Supporters group (an informal association of parents who provided opportunities for social camaraderie within the School community while raising funds for the music and arts programs). Children entered exhibits in the School's Art Show which families were invited to attend. Throughout the year children in the Pre-prep Group travel participated in excursions to the Annandale Junior Campus to attend performances. The children were also involved in the annual Paper Horse Race Day which was held on the oval of the Junior School. During this event the Pre-prep children raced as horses. The Head of Junior School called the progress of the race while the children enrolled in the Junior School watched as spectators.

Standard 6.3 is rated : Exceeding National Quality Standard

Quality Area 6 summary

QA 6 Minor Adjustment notes

QA 6 Quality Improvement Plan notes

In quality improvement and planning processes, consideration could be given to:

- developing further strategies to actively engage more families in service decisions;
- providing information about community services and resources in a variety of accessible forms to all families to support parenting and family well being;
- establishing further links with relevant community and support agencies;
- building further relationships and actively engaging with the local community; and
- extending on the information displayed/provided in playrooms about the Aboriginal and Torres Strait Islander people through, for example the service environment, children's daily programs/routines and engagement with the local indigenous community.

QA 6 Compliance notes

For Quality Area 6 – Educational program and practice, is there an unacceptable risk to the health, safety and wellbeing of children? NO

Quality Area 6 is rated : Exceeding National Quality Standard

Quality Area 7 – Leadership and service management

Standard 7.1	Effective leadership promotes a positive organisational culture and builds a professional learning community.	
7.1.1	Appropriate governance arrangements are in place to manage the service.	Met
7.1.2	The induction of educators, co-ordinators and staff members is comprehensive.	Met
7.1.3	Every effort is made to promote continuity of educators and co-ordinators at the service.	Met
7.1.4	Provision is made to ensure a suitably qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning.	Met
7.1.5	Adults working with children and those engaged in management of the service or residing on the premises are fit and proper.	Met

Evidence for Standard 7.1

The service had appropriate governance arrangements in place. The Board of Trustees of the Townsville Grammar School was the service's Approved Provider.

The service's governance arrangements and management structure information was provided to families. Information was provided verbally to families during the parent information evening held towards the end of 2015. The "Townsville Grammar School 2016 School Handbook" which families received during the enrolment process included information about the governance and management structure of the Townsville Grammar School.

The service had a comprehensive induction process for new and relief staff. The Director advised that there were three phases to the induction process. The *Staff Induction Checklist* outlined prescribed actions to be taken and information to be discussed before new employees' start date and throughout the induction process (on the first day, within the first week and first month).

The service promoted the continuity of all educators.

A suitably qualified and experienced educational leader led the development of the curriculum and had established clear goals for teaching and learning. The Director who was the Educational Leader at the service held a Bachelor of Education and a Graduate Diploma in Early Childhood Education. The Director had worked in the early childhood profession for fourteen years. The Director advised that she provided guidance and acted as a mentor to educators. In addition, the Director researched information and sourced professional development to support educators.

Adults working with children and those managing the service held current positive suitability notices or exemption notices and were fit and proper.

In addition:

Well established governance arrangements contributed to the effective management of the service. The service was under the governance and management structure of the Townsville Grammar School (the School). The Board of Trustees determined the strategic direction of the School and approved an annual budget overseen by the Principal. The Principal was delegated the responsibility of the overall management of the School. The Principal was assisted by the Townsville Grammar School Senior Management Team. The Head of the Junior School was responsible to the Principal for the effective management of the Townsville Grammar Early Education Centre. The Head of Junior School was a member of the School's Senior Management Team and attended weekly meetings. These meetings provided a forum for the Head of the Junior School to report on and discuss the operations of the Townsville Grammar Early Education Centre. The Director of Enrolments and Marketing also contributed to the effective management of the service. As mentioned previously (refer to 6.1), the Director of Enrolments and Marketing helped the Director of the service manage the enrolment process. The Director of Early Education for Townsville Grammar School (the Director) was responsible for the day to day management of the Townsville Grammar Early Education Centre and the Townsville Grammar Pre-Prep Centre. The Director worked a five-day fortnight at each service. The Director advised that there were no formal reporting processes to the Head of the Junior School, however she reported to the Head of Junior School informally on a regular basis. The Director advised that she was not aware that the service's governance arrangements were reviewed. During discussions, the Director of Enrolments and Marketing informed the Authorised Officer that the governance arrangements were reviewed regularly during meetings of the Senior Management Team.

The induction contributed to sustained quality relationships and environments that facilitated children's learning and development. For example, new employees had the opportunity to visit the service prior to commencing employment to observe practice and develop relationships with children and other staff. The Director advised that this step of the induction process was not mandatory and educators could choose whether or not they participated in these visits. However, the first day of the formal induction process provided an initial step in building a two way relationship between the service and the employee. The new employee was welcomed, introduced to other staff and participated in a tour of the service and discussions with the service Director about expectations and standards including the Code of Conduct. Throughout the induction process, further opportunities that contributed to sustained quality relationships and environments were provided through, for example, opportunities to meet families, ask questions and clarify information, and learn how things were done at the service.

Effective processes were in place to consistently achieve continuity of educators resulting in the establishment and maintenance of secure relationships with children. For example, the employment of permanent staff, the rostering of staff that provided familiar educators each day and the availability of regular relief staff consistently achieved continuity of educators.

Standard 7.1 is rated : Exceeding National Quality Standard

Standard 7.2	There is a commitment to continuous improvement.	
7.2.1	A statement of philosophy is developed and guides all aspects of the service's operations.	Met
7.2.2	The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement.	Met
7.2.3	An effective self-assessment and quality improvement process is in place.	Met

Evidence for Standard 7.2

The service's statement of philosophy underpinned everyday practice and decision making. The collaborative development of the service philosophy with educators contributed to a shared understanding of the philosophy. This was evident in practice through, for example, educators' respectful interactions with children, families and one another and the provision of a play-based program that was developed from the children's interests and abilities.

Processes were in place to ensure feedback on performance was provided to all educators and individual development plans were in place to support performance improvement. An annual appraisal system was in place but was yet to be applied. The Director advised that staff were due to participate in the appraisal process as they had now been employed at the service for twelve months. A teacher review document sighted included a *Follow Up Action Sheet* with a summary of positives and things to work on.

Information and data was collected to inform the process of planning and continuous improvement, including the review of the Quality Improvement Plan. Information was collected from families who attended the Parent Committee meetings. Data was collected from other families via email and a collection point in the service foyer. Similarly, information was collected from educators via relevant feedback forms and during staff meetings.

The service had an effective evaluation and self-review process.

The service's evaluation and self-review process contributed to planning for learning and further development. For example, educators identified that there was a need for more reflection on learning/curriculum. Professional development was planned for educators and delivered in January 2016. The need for more sustainability practices in the service was identified. Some progress was made in this area, for example the routine sorting of waste products during the children's snack and meal times.

Standard 7.2 is rated : Meeting National Quality Standard

Standard 7.3	Administrative systems enable the effective management of a quality service.	
7.3.1	Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements.	Met
7.3.2	Administrative systems are established and maintained to ensure the effective operation of the service.	Met
7.3.3	The Regulatory Authority is notified of any relevant changes to the operation of the service, of serious incidents and any complaints which allege a breach of legislation.	Met
7.3.4	Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner.	Met
7.3.5	Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.	Met

Evidence for Standard 7.3

Processes were in place to ensure records were maintained in accordance with legislative requirements, including notifying the regulatory authority of any relevant changes, serious incidents or complaints. The Director advised that service's membership with Centre Support helped to ensure records were maintained in accordance with legislative requirements. This was confirmed by information sighted by the Authorised Officer during the assessment and rating visit such as prescribed information displayed in the foyer, attendance records and illness and medication records. A desk top audit demonstrated that the service notified the regulatory authority of incidents that occurred at the service, including accidents to children and temporary closure of the service.

Records and information were confidentially stored. Copies of children's enrolment forms were stored in a filing cabinet in the Director's office. The originals forms were maintained by the Director of Enrolment and Marketing at the Townsville Grammar School. Information stored on computers was password protected.

The Approved Provider, Nominated Supervisor, educators and staff members were supported to contribute to the effective management of the service. For example, The Head of the Junior School supported the Approved Provider and the Director (Nominated Supervisor) with the management of the service. The Director was further supported by the Assistant Director who worked at the service as a lead educator in the Pre-kindy Group.

Grievances and complaints were managed, investigated and documented in a timely manner in line with the service's documented procedure. No complaints had been received by the service to date. The Director advised that should a complaint be received, the complaint would be documented and discussed with the Head of the Junior School. A decision about a plan of action to address the complaint would then be made. A meeting with the complainant would most likely be arranged as a means to a resolution.

Service practices were consistent with documented policies and procedures. The service adopted generic policies and procedures developed by Centre Support. The Assistant Director reviewed the policies initially to ensure they were relevant to the service. Changes were made to the generic policies and procedures if necessary. The Director advised that changes to policies and procedures did not need to be ratified by the Approved Provider.

Policies and procedures were available and regularly reviewed. Policies were available in the service foyer. The Director advised that Centre Support conducted regular reviews of the generic policies. Reviewed policies were emailed to the service for endorsement.

In addition:

Records and information were regularly reviewed. Records and information which were reviewed regularly by Centre Support were provided to the service. Children's records such as those related to emergency contacts, authorised persons to collect and immunisation status were updated at the beginning of the year and/or throughout the year when advised by families.

Well managed administrative systems ensured effective operation of the service and contributed to continuous improvement. Information technology, including internet and intranet access to the School's website underpinned the service's well-managed administrative systems. Administration software systems such as QikKids supported the Director with the effective operation of the service. In addition, the service was connected to centralised School systems such as PCSchool. The majority of enrolments were managed electronically through the School's website by the Director of Enrolments and Marketing at the North Ward Campus. The School's accounts team managed family invoices and payments.

Policies and procedures were reviewed and evaluated regularly in partnership with educators, the Director and families. In addition to the review process conducted by Centre Support mentioned previously, the service had developed and implemented an annual cycle of policy review. Emails were sent to families to gather their feedback during the review process. Comments about policies recorded by staff during the review process were discussed at monthly staff meetings.

Standard 7.3 is rated : Exceeding National Quality Standard

Quality Area 7 summary

QA 7 Minor Adjustment notes

QA 7 Quality Improvement Plan notes

In quality improvement processes, consideration could be given to:

- implementing a performance review midway through, and prior to completion of the minimum employment period for new permanent employees;
- implementing strategies to engage children and more families in the quality improvement process; and
- revisiting the *Guide to Developing a Quality Improvement Plan* at www.acecqa.gov.au, in particular the Quality Improvement Plan examples which demonstrate success measures and time lines.

QA 7 Compliance notes

For Quality Area 7 – Educational program and practice, is there an unacceptable risk to the health, safety and wellbeing of children? NO

Quality Area 7 is rated : Exceeding National Quality Standard

Assessment and rating summary

Quality Area 1 is rated	Quality Area 1 is rated : Meeting National Quality Standard
Quality Area 2 is rated	Quality Area 2 is rated : Meeting National Quality Standard
Quality Area 3 is rated	Quality Area 3 is rated : Meeting National Quality Standard
Quality Area 4 is rated	Quality Area 4 is rated : Exceeding National Quality Standard
Quality Area 5 is rated	Quality Area 5 is rated : Exceeding National Quality Standard
Quality Area 6 is rated	Quality Area 6 is rated : Exceeding National Quality Standard
Quality Area 7 is rated	Quality Area 7 is rated : Exceeding National Quality Standard
Overall rating	Exceeding National Quality Standard

Summary comments

Your service is commended on its achievements in providing quality outcomes for children, in particular,

- staffing arrangements that enhance children's learning and development;
- responsive relationships with children;
- collaborative relationships with families and the Townsville Grammar School community; and
- effective governance and management

demonstrate the commitment to quality by management and educators.

It is recommended that management and educators continue to reflect on current practice to maintain the quality outcomes evident during this assessment and rating process. The Quality Improvement Plan notes throughout this report are included to assist you to prioritise areas for improvement.

Minor Adjustment notes summary

Quality Improvement Plan notes summary

QA1 In quality improvement planning processes, consideration could be given to:

- providing evidence of decision-making that refers to the principles, practices and learning outcomes of the *Early Years Learning Framework* in the documentation of the program and children's learning and development;
- developing programs that consistently incorporate each child's knowledge, ideas, culture, abilities and interests;
- further promoting children's agency through, for example routine times and access to the indoor and outdoor environments at all times;
- developing strategies that clearly demonstrate assessment of each child's learning and development is part of an ongoing cycle of planning, documentation and evaluation;
- identifying and recording the learning of individual children in observations of the group such as group learning stories; and
- providing support to further develop educators' knowledge and skills in reflective practice.

QA2 In quality improvement planning processes, consideration could be given to:

- providing small enclosed spaces in the indoor and outdoor environments to further support individual children's needs for rest/relaxation;
- reviewing research and recommendations in relation to quality sleep practices in early childhood and education services to inform policies and practices;
- actively promoting hand washing by children, families and staff on arrival and departure from the service;
- reviewing policies and procedures related to safe food handling and storage, in particular the use of gloves for handling food and the storage of thermal lunch boxes in the fridge;
- using *Staying Healthy. Preventing infectious diseases in early childhood education and care services. 5th edition* as a resource to guide practices and provide information to families;
- providing families with further information about physical activity and healthy food choices to include in lunch boxes through, for example, information booklets developed by the service and/or links to relevant websites;
- providing more planned physical activities which build on the children's individual needs, interests and abilities;
- providing more challenging experiences for children in the Pre-prep Group through regular use of the playground that adjoins the Pre-prep playroom; and
- developing and implementing strategies to actively raise family and community awareness of child protection issues.

QA3 In quality improvement planning processes, consideration could be given to:

- planning for the provision of more shady spaces in the outdoor environment to invite children's use throughout the day;
- providing environments that greater reflect the backgrounds and cultures of families and the wider community through, for example, furniture, furnishings and resources;
- providing opportunities for children to set up their own play spaces outdoors through independent safe access to materials/resources that they can move around freely;
- providing more natural items/features in the outdoor environments for children to explore;
- developing a sustainability plan to build on current practices and inform future decision-making;
- providing further opportunities for children to be actively involved in being environmentally responsible and supporting this involvement within the program and in the broader community; and
- developing further strategies to share information and ideas about sustainable practices with families.

QA5 In quality improvement planning processes, consideration could be given to incorporating enquiry-based projects in the program to provide opportunities for children to collaboratively engage in more in-depth study/exploration of concepts, ideas and interests which arise in the group.

QA6 In quality improvement and planning processes, consideration could be given to:

- developing further strategies to actively engage more families in service decisions;
- providing information about community services and resources in a variety of accessible forms to all families to support parenting and family well being;
- establishing further links with relevant community and support agencies;
- building further relationships and actively engaging with the local community; and
- extending on the information displayed/provided in playrooms about the Aboriginal and Torres Strait Islander people through, for example the service environment, children's daily programs/routines and engagement with the local indigenous community.

QA7 In quality improvement and planning processes, consideration could be given to:

- implementing a performance review midway through, and prior to completion of the minimum employment period for new permanent employees;
- implementing strategies to engage children and more families in the quality improvement planning process;
- revisiting the *Guide to Developing a Quality Improvement Plan* at www.acecqa.gov.au, in particular the Quality Improvement Plan examples which demonstrate success measures and time lines.

Compliance notes summary