

File Reference:
(if applicable)

National Quality Standard

Assessment and Rating Report



| | | |
|----------------------------|--------------------------|--|
| Service Name | Mount Burr Preschool | |
| Service Approval Number | SE-00010675 | |
| Provider Name | Department for Education | |
| Provider Approval Number | PR-00006069 | |
| Assessment & Rating Number | ASR-00040811 | |
| Report Status | Final | Date Report Completed <input type="text"/> |

About this report

Purpose

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

The goals of the report are to provide:

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

The rating system

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

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

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

Assessment and rating visit details

Type of service

| | | | |
|--|--------------------------|----------------------------------|-------------------------------------|
| Long Day Care | <input type="checkbox"/> | Outside School Hours Care (OSHC) | <input type="checkbox"/> |
| Family Day Care | <input type="checkbox"/> | Preschool/Kindergarten | <input checked="" type="checkbox"/> |
| Nominated Supervisor | Anne-Marie Fitzgerald | | |
| Educational Leader/s | Anne-Marie Fitzgerald | | |
| Primary Contact (for assessment & rating) | Anne-Marie Fitzgerald | | |
| Quality Improvement Plan Date Received | 27 June 2023 | | |

Visit/s

| | | |
|-------------|-----------------------|-----------------------|
| First Visit | Start: 30 August 2023 | End: 5 September 2023 |
|-------------|-----------------------|-----------------------|

Authorised officers

| | |
|--------|----------------|
| Name 1 | Michaela Wells |
| Name 2 | |

Further information (if applicable)

Mount Burr Preschool (the service) is situated on the grounds of the local primary school in the township of Mount Burr, which is located in the Limestone Coast region of South Australia, 405 km southeast of Adelaide.

The service provides care for preschool aged children and operates a pre-entry program for three-year-olds. The service also provides a learning together playgroup fortnightly for families from the local and surrounding communities.

Mount Burr Preschool was previously assessed under the 2012 National Quality Standard (NQS)

and this assessment and rating was under the revised 2018 NQS.

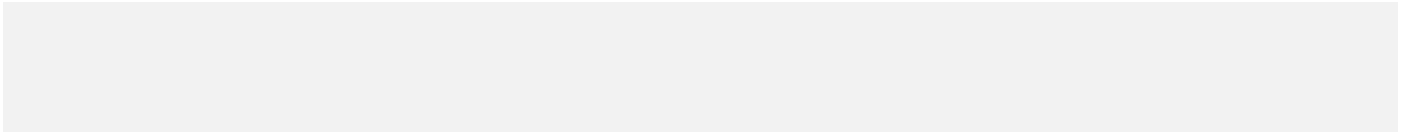
The authorised officer (AO) observed educator practice on 30 August 2023 and discussions were conducted over two days via Teams. The nominated supervisor/educational leader (NS/EL) was joined by the service's teacher for discussions for Quality Area 1.

Throughout the report, the NS/EL has been referred to as the 'service leader' unless referring to their specific roles.

All evidence collected as part of the assessment was considered during the rating process. The (AO) included only a few examples of this evidence in the report, for the purpose of demonstrating how the service achieved each rating.

This report is intended to be read in conjunction with the service's preschool quality improvement plan (PQIP) and self-assessment tool (SAT).

Summary comments



Quality Area 1 – Educational program and practice

| Standard 1.1 The educational program enhances each child’s learning and development. | | |
|--|--|-----|
| 1.1.1 | Curriculum decision making contributes to each child’s learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators. | Met |
| 1.1.2 | Each child’s current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program. | Met |
| 1.1.3 | All aspects of the program, including routines, are organised in ways that maximise opportunities for each child’s learning. | Met |

Demonstration of Exceeding themes for Standard 1.1

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

Standard 1.1 is rated

Meeting NQS

Evidence for Standard 1.1

The development and implementation of the educational program is guided by *Belonging, being and becoming: the early years learning framework for Australia* (EYLF). The program follows and builds on children’s interests, strengths, ideas, culture, and abilities, along with knowledge gained from families. Educators were observed following a child’s interest in transportation, offering monster trucks to explore in the indoor and outdoor environments. A tyre from a Can-Am was brought in from the teacher’s farm for the children to extend on their knowledge. Children were observed sharing their knowledge around the tyre through conversation with one child explaining that the tyre had a hole and that was why it had been removed. The service uses daily routines to provide opportunities for children’s learning and development. For example, an educator used group times to extend on children’s learning of rhythm and rhyme. The educator sang a rhyming song for the children to listen for their names and repeat the rhyme before washing their hands to eat.

Quality Improvement Plan notes for Standard 1.1

It is recommended that educators:

- familiarise themselves with *Belonging, Being and Becoming: The Early Years Learning Framework for Australia* (EYLF) V2.0 in preparation for implementation in 2024:
 - o <https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks>

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

| Demonstration of Exceeding themes for Standard 1.2 | |
|--|----|
| Practice is embedded in service operations | No |
| Practice is informed by critical reflection | No |
| Practice is shaped by meaningful engagement with families and/or the community | No |

| | |
|------------------------------|--------------------|
| Standard 1.2 is rated | Meeting NQS |
|------------------------------|--------------------|

| Evidence for Standard 1.2 |
|---|
| <p>Educator's professional knowledge, skills and experience facilitates and extends on each child's learning and development. Educators provided intentional support to children during play, routines, and transitions by moving flexibly in and out of different roles drawing on different strategies as the context of children's play changed. Educators engaged with children by listening and asking open ended questions such as 'I wonder how...' and collaborated with children to scaffold their knowledge around fruit and how to make their bodies strong. Children were supported to explore their world, ask questions, and express ideas when exploring shells. This led to discussions about whales, sea creatures and a small world play experience. Children are seen as capable and confident in leading their learning and freely making choices about participating in experiences.</p> |

| Quality Improvement Plan notes for Standard 1.2 |
|---|
| <p>The service leader may:</p> <ul style="list-style-type: none"> consider how critical reflection supports educators to have a clear understanding of the reasons behind any changes or continuation to their practice. |

| Standard 1.3 | Educators and co-ordinators take a planned and reflective approach to implementing the program for each child. | |
|--------------|--|-----|
| 1.3.1 | Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection. | Met |
| 1.3.2 | Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation. | Met |
| 1.3.3 | Families are informed about the program and their child's progress. | Met |

Demonstration of Exceeding themes for Standard 1.3

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

Standard 1.3 is rated

Meeting NQS

Evidence for Standard 1.3

Educator's planning ensures that the educational program and practice responds to each child and the group to enhance their learning, development, and wellbeing. Educators use an ongoing cycle of observation, analysing learning, documentation, planning, implementation, and reflection to create a fortnightly program, which is relevant and engaging for children. Critical reflection occurs on all aspects of experiences from different perspectives, with a focus on implications for equity, inclusion, and diversity. Educators critically reflected on how to support the term 3 intake children develop their self-help skills. This led to visual aids being placed near the children's lockers and educators using explicit teaching of the routines using the visuals. Families are informed about their child's progress through Seesaw posts, formal meetings, and face-to-face discussions.

Quality Improvement Plan notes for Standard 1.3

The service is encouraged to critically reflect on and consider:

- how evidence of meaningful engagement with families, when communicating and obtaining feedback and ideas; and the sharing of information about their child is documented. How this information is then incorporated into and shapes the assessment and planning cycle.

Quality Area 1 summary

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

No

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

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

Yes

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

Yes

Quality Area 1 is rated

Meeting NQS

Quality Area 2 – Children’s health and safety

| | | |
|---------------------|---|-----|
| Standard 2.1 | Each child’s health and physical activity is supported and promoted. | |
| 2.1.1 | Each child’s wellbeing and comfort is provided for, including appropriate opportunities to meet each child’s need for sleep, rest and relaxation. | Met |
| 2.1.2 | Effective illness and injury management and hygiene practices are promoted and implemented. | Met |
| 2.1.3 | Healthy eating and physical activity are promoted and appropriate for each child. | Met |

Demonstration of Exceeding themes for Standard 2.1

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

Standard 2.1 is rated

Meeting NQS

Evidence for Standard 2.1

Educators promote each child’s wellbeing and healthy lifestyle to support their growing competence, confidence, and independence. The service supports children’s wellbeing by providing opportunities for rest and relaxation in the indoor and outdoor environments. Individual medical management, risk minimisation and communication plans are in place for children with a diagnosed medical condition. Medication is stored in individual containers within the preschool storage room and is easily accessible to educators. Educators support children to learn about healthy lifestyles, including nutrition and physical fitness through discussions around food in lunchboxes and cooking experiences. Educators foster physical development in children by encouraging activity that is challenging, extends thinking and offers opportunities to take manageable risks. The service has illness, injury management and hygiene policies to guide practice. Inconsistent practice was observed by the AO as some children did not wash their hands after using the bathroom. Children were observed mouthing glass beads, crayons, and a dinosaur as they played. Other children were then observed accessing these resources without them being sanitised by educators. Following the visit, the service conducted a staff meeting to discuss strategies to ensure a hygienic environment for children. Minutes of the meeting included explicit teaching around hand hygiene, cleaning objects and areas throughout the day, and educators being aware of children mouthing objects. A minor adjustment was offered.

Quality Improvement Plan notes for Standard 2.1

It is recommended the service leader and educators:

- strengthen hygiene practices to reflect current research and advice from recognised health authorities
- actively support children to learn and implement hygiene practices including hand washing and consuming food and drinks in a hygienic manner.
 - 5th Edition Staying Healthy - Prevent infectious diseases in early childhood education and care services

| Standard 2.2 | Each child is protected. | |
|--------------|---|-----|
| 2.2.1 | At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard. | Met |
| 2.2.2 | Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented. | Met |
| 2.2.3 | Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect. | Met |

Demonstration of Exceeding themes for Standard 2.2

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

Standard 2.2 is rated

Meeting NQS

Evidence for Standard 2.2

The EL and educators promote children’s learning and development by creating safe physical and social environments protecting them from harm and hazard. Educators adequately supervise children and discuss safety issues and correct use of equipment in the environment. Plans and procedures for managing incidents and emergencies have been developed and rehearsals are conducted regularly. All educators are aware of their roles and responsibilities to identify and respond to children at risk of abuse or neglect and have completed their Responding to Risks of Harm, Abuse and Neglect – Education and Care (RRHAN-EC) training, have their Working With Children Check (WWCC) and implement the Keeping Safe: Child Protection Curriculum.

The service has a sun protection policy to guide the implementation of appropriate measures to protect children from overexposure to ultraviolet radiation. On the day of the visit educators and children were not observed wearing hats in accordance with this policy. A minor adjustment was offered to the service as the NS, service teacher and educator held a meeting to discuss the sun protection policy. Strategies discussed as part of the policy include educators and school admin checking the UV rating each morning, and children to wear broad brimmed/bucket hats when the UV rating is three or above.

Quality Improvement Plan notes for Standard 2.2

It is recommended that the NS and educators:

- strengthen sun safety practices to reflect guidance from recognised authorities. The following website may be useful:
 - SunSmart Schools and Early Childhood Program - Cancer Council (cancersa.org.au)

Quality Area 2 summary

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

No

Quality Area 2 is rated

Meeting NQS

Quality Area 3 – Physical environment

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

Demonstration of Exceeding themes for Standard 3.1

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

Standard 3.1 is rated

Meeting NQS

Evidence for Standard 3.1

The design of the facilities maximises children’s engagement in positive experiences and supports the access of every child. The indoor environment supports the emerging interests of every child and enables them to demonstrate their innate creativity and curiosity. The outdoor environment provides natural shade from large trees, wooden logs and an amphitheatre to sit, and a musical wall providing opportunities for unique play and learning. The service conducts cleaning tasks throughout the day with a cleaner attending each night the preschool is open to clean areas thoroughly. Educators follow procedures from the Department for Education (DfE) for ongoing maintenance of buildings and equipment.

Quality Improvement Plan notes for Standard 3.1

| | | |
|---------------------|---|-----|
| Standard 3.2 | The service environment is inclusive, promotes competence and supports exploration and play-based learning. | |
| 3.2.1 | Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments. | Met |
| 3.2.2 | Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning. | Met |
| 3.2.3 | The service cares for the environment and supports children to become environmentally responsible. | Met |

Demonstration of Exceeding themes for Standard 3.2

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

Standard 3.2 is rated

Meeting NQS

Evidence for Standard 3.2

The organisation of the indoor and outdoor environment allows for a variety of uses, exploration, and supports play-based learning. The service provides an inclusive environment, which supports the diverse interests, preferences and learning styles of all children in the service. Children were observed actively engaging in a variety of experiences including a home corner with dolls and dress-ups, playdough with tools, easels and a tyre for painting, an indoor sandpit with shovels, pipes, and a variety of containers. The outdoor environment promotes small and large group interactions around the stone creek with water pump, mud kitchen and playground. The service supports children to appreciate and care for natural and constructed environments through the use of colour coded bins, using recycled materials in construction and joining in with school initiatives including Clean Up Australia Day.

Quality Improvement Plan notes for Standard 3.2

The service leader and educators may:

- consider how the service's approach to the environment and sustainability can be informed by robust debate, discussion, input by all educators and informed by current recognised guidance.

Quality Area 3 summary

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

No

Quality Area 3 is rated

Meeting NQS

Quality Area 4 – Staffing arrangements

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

Demonstration of Exceeding themes for Standard 4.1

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

Standard 4.1 is rated

Meeting NQS

Evidence for Standard 4.1

Staffing arrangements enable the service to deliver quality education and care programs that respond to and promote children's learning and development. The termly staff roster demonstrates the service is meeting staffing requirements while supporting continuity for children and families. The organisation of educators throughout the day supports children's learning and development. On the day of the visit a preschool educator assisted a child to access the bathroom while the children were outside. A primary school teacher came to support the children remaining in the outdoor environment. The teacher was unsure of the number of children in the preschool, counted them and then said to the AO, 'seven, is seven the right number? No one told me.' Discussions with the service leader included strategies to clarify roles and support clear communication when organising staff during routines and transitions. The service is supported by an additional educator who works with children with additional needs. Relief support is provided by educators who work within the school to facilitate familiarity of care for children. Educator records are maintained by DfE with evidence of qualifications and certificates, including first aid, Working with Children Checks (WWCC) and RHHAN-EC.

Quality Improvement Plan notes for Standard 4.1

It is recommended that:

- the service leader, educators and primary school staff have open, two-way communication to ensure that all staff are aware of the number of preschool children in attendance.

| | | |
|---------------------|---|-----|
| Standard 4.2 | Management, educators and staff are collaborative, respectful and ethical. | |
| 4.2.1 | Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills. | Met |
| 4.2.2 | Professional standards guide practice, interactions and relationships. | Met |

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|--|----|
| Demonstration of Exceeding themes for Standard 4.2 | |
| Practice is embedded in service operations | No |
| Practice is informed by critical reflection | No |
| Practice is shaped by meaningful engagement with families and/or the community | No |

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|------------------------------|--------------------|
| Standard 4.2 is rated | Meeting NQS |
|------------------------------|--------------------|

Evidence for Standard 4.2

Service leaders, educators and other staff develop and maintain relationships with each other that are based on the principles of mutual respect, equity and fairness. The service engages in professional collaboration opportunities with its professional learning community (PLC) and works as a team to share tasks and communicate roles and responsibilities. Regular formal and informal meetings provide opportunities to share understanding and knowledge. Interactions between service leaders, educators and children are guided by Early Childhood Australia’s Code of Ethics, DfE Code of Practice, the PQIP, and UN Rights of the Child. This was evident in conversations held throughout the day between educators and through interactions with children.

Quality Improvement Plan notes for Standard 4.2

The service leader and educators may consider:

- how they reflect collaboratively on pedagogical knowledge and curriculum delivery to identify underlying concepts of significance.

Quality Area 4 summary

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

No

Quality Area 4 is rated

Meeting NQS

Quality Area 5 – Relationships with children

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

Demonstration of Exceeding themes for Standard 5.1

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

Standard 5.1 is rated

Meeting NQS

Evidence for Standard 5.1

Respectful and equitable interactions and shared learning opportunities form the basis of reciprocal relationships with each child. The service has a small number of children in attendance, which supports one-on-one interactions and the building of trusting relationships. It was evident that children's thoughts and feelings are supported by educators to ensure that children feel secure, confident, and included. Educators engaged with children in open conversations during play and group times. For example, an educator discussed the fruits that a child had painted with them. Another showed an interest in children's knowledge of how they arrive at preschool every day during group time. Educators are responsive to children and ensure their dignity and rights are maintained.

Quality Improvement Plan notes for Standard 5.1

The service leader and educators may consider:

- how all educators and the educational leader demonstrate a deep understanding of the requirements of the Standard, concepts and component elements, and a commitment to high quality practice at all times. The following resource may be useful:
 - QA5_RelationshipsWithChildren.pdf (acecqa.gov.au)

| | | |
|---------------------|---|-----|
| Standard 5.2 | Each child is supported to build and maintain sensitive and responsive relationships. | |
| 5.2.1 | Children are supported to collaborate, learn from and help each other. | Met |
| 5.2.2 | Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts. | Met |

| | |
|--|----|
| Demonstration of Exceeding themes for Standard 5.2 | |
| Practice is embedded in service operations | No |
| Practice is informed by critical reflection | No |
| Practice is shaped by meaningful engagement with families and/or the community | No |

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|------------------------------|--------------------|
| Standard 5.2 is rated | Meeting NQS |
|------------------------------|--------------------|

Evidence for Standard 5.2

Each child is supported to form and maintain positive relationships with others. Children were observed collaborating in role play creating a grandma character, adding elements of dress ups to support their roles. As referenced in Quality Area 1, children shared knowledge around farm equipment, specifically a Can-Am tyre, scaffolding on their knowledge and learning. These conversations supported children to build on their relationships with one another. Educators support children to regulate their own behaviour, respond appropriately to the behaviours of others and communicate with their peers. For example, educators were observed helping a child regulate using a candle blowing technique throughout the visit. Educators encouraged positive interactions with children and supported them to use verbal communication with peers when distressed.

Quality Improvement Plan notes for Standard 5.2

The service leader and educators may consider:

- how educators demonstrate self-awareness of the theoretical perspectives that influence their pedagogy and show that they are committed to continuous improvement. The following resource may be useful:
 - [QA5_Supporting_children_to_regulate_their_own_behaviour.pdf](#) (acecqa.gov.au)

Quality Area 5 summary

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

No

Quality Area 5 is rated

Meeting NQS

Quality Area 6 – Collaborative partnerships with families and communities

| Standard 6.1 | Respectful relationships with families are developed and maintained and families are supported in their parenting role. | |
|--------------|---|-----|
| 6.1.1 | Families are supported from enrolment to be involved in the service and contribute to service decisions. | Met |
| 6.1.2 | The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing. | Met |
| 6.1.3 | Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing. | Met |

Demonstration of Exceeding themes for Standard 6.1

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

Standard 6.1 is rated

Meeting NQS

Evidence for Standard 6.1

Effective, respectful relationships with families are developed and maintained. The service builds collaborative relationships with families and supports them in their parenting role. The enrolment process provides families with service information, policies, parenting information, and provides time for families to share information about their children. The service encourages families to be involved in service decisions and gathers information via feedback verbally and through Seesaw. Families are encouraged to be a part of the Governing Council and to share their expertise, culture, values, and beliefs. Resources are available to families of relevant community services in a range of ways.

Quality Improvement Plan notes for Standard 6.1

It is recommended that the service leader:

- critically reflect on how collaborative relationships with families can influence the educational program and the resources provided to reflect the cultural backgrounds, values, and beliefs of families.

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

| Demonstration of Exceeding themes for Standard 6.2 | |
|--|----|
| Practice is embedded in service operations | No |
| Practice is informed by critical reflection | No |
| Practice is shaped by meaningful engagement with families and/or the community | No |

| | |
|------------------------------|--------------------|
| Standard 6.2 is rated | Meeting NQS |
|------------------------------|--------------------|

Evidence for Standard 6.2

The service fosters collaborative partnerships to enhance children’s inclusion, learning and wellbeing. The service offers a three-year-old pre-entry play program to support children and families to become familiar with the space. A flexible transition process is in place to support children in moving to the primary school. Children visit the school library and reception/one class throughout the year and the preschool is supported by teachers from the school for experiences including cooking, gardening, and learning languages. The service is supported by allied health professionals to develop plans and goals to support children and their participation. The preschool teacher engages with the preschool support services team and uses the DfE inclusive education support program for children with a disability. The service has built relationships and engages with the community including Aunty Michelle, a local Aboriginal Elder.

Quality Improvement Plan notes for Standard 6.2

It is recommended that the service:

- continue considering ways in which the knowledge of educators around the culture and perspectives of Aboriginal and Torres Strait Islander histories and culture could be strengthened, which may include reflecting on ways in which further connections with the Aboriginal and Torres Strait Islander community could be developed.

The following resources may be useful:
 Narragunnawali - Narragunnawali Home

Quality Area 6 summary

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

No

Quality Area 6 is rated

Meeting NQS

Quality Area 7 – Governance and leadership

| Standard 7.1 | Governance supports the operation of a quality service. | |
|--------------|---|-----|
| 7.1.1 | A statement of philosophy guides all aspects of the service's operations | Met |
| 7.1.2 | Systems are in place to manage risk and enable the effective management and operation of a quality service. | Met |
| 7.1.3 | Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the service. | Met |

Demonstration of Exceeding themes for Standard 7.1

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

Standard 7.1 is rated

Meeting NQS

Evidence for Standard 7.1

Governance provides leadership and supports the operation of a quality service. The service has a statement of philosophy, which guides all aspects of operation. The philosophy is reviewed yearly through the governing council and is written by the service leader in collaboration with the preschool teacher. General and site-specific policies and procedures developed by DfE, and the service, are in place guide practice. Administrative systems such as the Incident Response Management System (IRMS) and facilities manager at DfE support the day-to-day operations of the service. The service has a thorough induction process to communicate the roles and responsibilities of all staff to support effective decision-making and operation of the service.

Quality Improvement Plan notes for Standard 7.1

The service may consider:

- how to support further engagement from preschool families to be involved in the service. The following resource may be of assistance:
 - *How to generate family involvement in service management (acecqa.gov.au)*

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

Demonstration of Exceeding themes for Standard 7.2

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

Standard 7.2 is rated

Meeting NQS

Evidence for Standard 7.2

Effective leadership that focuses on quality encourages management and staff to continuously improve against the NQS for the benefit of children and their families. The service has an effective self-assessment and PQIP, which is regularly updated by the service leader and teacher with support from the early childhood leader (ECL). The EL leads the preschool educators as they develop and implement the educational program. The EL meets regularly with the service teacher to mentor and provide guidance on pedagogy and practice. The EL is supported by the service's ECL and a network of principals who also have preschools on school sites. Individual plans are in place and regularly evaluated to support the NS and educators' performance. The service has planning days both at the service and in Adelaide to work on goals for development for educators.

Quality Improvement Plan notes for Standard 7.2

It is recommended that the educational leader:

- continues to lead and develop the skills of the other educators at the service.

Quality Area 7 summary

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

No

Quality Area 7 is rated

Meeting NQS

Assessment and rating summary

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

Minor adjustments

NQS

Law / Regulation

Text and outcome

2.1.2 - Health practices and procedures

The service has illness, injury management and hygiene policies to guide practice. Inconsistent practice was observed by the AO as some children did not wash their hands after using the bathroom. Children were observed mouthing glass beads, crayons, and a dinosaur as they played. Other children were then observed accessing these resources without them being sanitised by educators. Following the visit, the service conducted a staff meeting to discuss strategies to ensure a hygienic environment for children. Minutes of the meeting included explicit teaching around hand hygiene, cleaning objects and areas throughout the day, and educators being aware of children mouthing objects. A minor adjustment was offered.

Outcome: Evidence satisfactory

2.2.1 - Supervision

The service has a sun protection policy to guide the implementation of appropriate measures to protect children from overexposure to ultraviolet radiation. On the day of the visit educators and children were not observed wearing hats in accordance with this policy. A minor adjustment was offered to the service as the NS, service teacher and educator held a meeting to discuss the sun protection policy. Strategies discussed as part of the policy include educators and school admin checking the UV rating each morning, and children to wear broad brimmed/bucket hats when the UV rating is three or above.

Outcome: Evidence satisfactory

Quality improvement plan notes summary

Quality Area 1

Standard 1.1

It is recommended that educators:

- familiarise themselves with Belonging, Being and Becoming: The Early Years Learning Framework for Australia (EYLF) V2.0 in preparation for implementation in 2024:
 - <https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks>

Standard 1.2

The service leader may:

- consider how critical reflection supports educators to have a clear understanding of the reasons behind any changes or continuation to their practice.

Standard 1.3

The service is encouraged to critically reflect on and consider:

- how evidence of meaningful engagement with families, when communicating and obtaining feedback and ideas; and the sharing of information

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| | about their child is documented. How this information is then incorporated into and shapes the assessment and planning cycle. |
| Quality Area 2 | |
| Standard 2.1 | <p>It is recommended the service leader and educators:</p> <ul style="list-style-type: none"> strengthen hygiene practices to reflect current research and advice from recognised health authorities actively support children to learn and implement hygiene practices including hand washing and consuming food and drinks in a hygienic manner. <ul style="list-style-type: none"> 5th Edition Staying Healthy - Prevent infectious diseases in early childhood education and care services |
| Standard 2.2 | <p>It is recommended that the NS and educators:</p> <ul style="list-style-type: none"> strengthen sun safety practices to reflect guidance from recognised authorities. The following website may be useful: <ul style="list-style-type: none"> SunSmart Schools and Early Childhood Program - Cancer Council (cancersa.org.au) |
| Quality Area 3 | |
| Standard 3.1 | |
| Standard 3.2 | <p>The service leader and educators may:</p> <ul style="list-style-type: none"> consider how the service's approach to the environment and sustainability can be informed by robust debate, discussion, input by all educators and informed by current recognised guidance. |
| Quality Area 4 | |
| Standard 4.1 | <p>It is recommended that:</p> <ul style="list-style-type: none"> the service leader, educators and primary school staff have open, two-way communication to ensure that all staff are aware of the number of preschool children in attendance. |
| Standard 4.2 | <p>The service leader and educators may consider:</p> <ul style="list-style-type: none"> how they reflect collaboratively on pedagogical knowledge and curriculum delivery to identify underlying concepts of significance. |
| Quality Area 5 | |
| Standard 5.1 | <p>The service leader and educators may consider:</p> <ul style="list-style-type: none"> how all educators and the educational leader demonstrate a deep understanding of the requirements of the Standard, concepts and component elements, and a commitment to high quality practice at all times. The following resource |

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| | <p>may be useful:</p> <ul style="list-style-type: none"> ○ QA5_RelationshipsWithChildren.pdf (acecqa.gov.au) |
| Standard 5.2 | <p>The service leader and educators may consider:</p> <ul style="list-style-type: none"> • how educators demonstrate self-awareness of the theoretical perspectives that influence their pedagogy and show that they are committed to continuous improvement. The following resource may be useful: <ul style="list-style-type: none"> ○ QA5_Supporting_children_to_regulate_their_own_behaviour.pdf (acecqa.gov.au) |
| Quality Area 6 | |
| Standard 6.1 | <p>It is recommended that the service leader:</p> <ul style="list-style-type: none"> • critically reflect on how collaborative relationships with families can influence the educational program and the resources provided to reflect the cultural backgrounds, values, and beliefs of families. |
| Standard 6.2 | <p>It is recommended that the service:</p> <ul style="list-style-type: none"> • continue considering ways in which the knowledge of educators around the culture and perspectives of Aboriginal and Torres Strait Islander histories and culture could be strengthened, which may include reflecting on ways in which further connections with the Aboriginal and Torres Strait Islander community could be developed. <p>The following resources may be useful: Narragunnawali - Narragunnawali Home</p> |
| Quality Area 7 | |
| Standard 7.1 | <p>The service may consider:</p> <ul style="list-style-type: none"> • how to support further engagement from preschool families to be involved in the service. The following resource may be of assistance: <ul style="list-style-type: none"> ○ <i>How to generate family involvement in service management</i> (acecqa.gov.au) |
| Standard 7.2 | <p>It is recommended that the educational leader:</p> <ul style="list-style-type: none"> • continues to lead and develop the skills of the other educators at the service. |