

Quality Improvement Plan

Alfred Nuttall Memorial Kindergarten

National Quality Standard

Updated June 2020



Australian Children's
Education & Care
Quality Authority

The National Quality Standard and Quality Improvement

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

The Education and Care Services National Regulations 2017 (the National Regulations) require approved providers to prepare a Quality Improvement Plan (r55) for each service that:

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

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

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

A Quality Improvement Plan must be reviewed and/or submitted to the Regulatory Authority on request.

Service details

Service name		Service approval number	
Alfred Nuttall Memorial Kindergarten Inc		SE00003499	
Primary contacts at service			
Paola Kupfersin			
Physical location of service		Physical location contact details	
Street	34 Separation St (N.B. Bush Kinder is conducted at Darebin Parklands in Alphington, Victoria 2078)	Telephone	0394890262
Suburb	Fairfield	Mobile	N/A
State/territory	Victoria	Fax	N/A
Postcode	3078	Email	alfred.nuttall.memorial.kin@kindergarten.vic.gov.au
Approved Provider		Nominated Supervisor	
Primary contact		Name	Paola Kupfersin
Telephone	0394890262	Telephone	0394890262
Mobile	N/A	Mobile	
Fax	N/A	Fax	N/A
Email		Email	alfred.nuttall.memorial.kin@kindergarten.vic.gov.au
Postal address (if different to physical location of service)			
Street		State/territory	
Suburb		Postcode	

Operating hours

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

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

Round times to the nearest quarter of an hour.

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

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

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	08:30	08:30	08:30 13:30	08:30	08:30		
Closing time	16:30	16:30	13:30 16:30	16:30	16:30		

Additional information about your service

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

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

The Kindergarten operates according to Victoria School Term dates with a pupil free day at the beginning of the year and a t the end of the year. The Kindergarten is located on a busy street and there are two parking places available at the front of the Kindergarten. These places are for quick drop off and pick times and for families with additional siblings, elderly grandparents and families with medical needs. There is ample parking in the side street, Sparks Avenue. The Kindergarten also runs a weekly bush kinder session in the Darebin Parklands. There is ample parking near the site in the Parklands close to the site on which the bush kinder session takes place

How are the children grouped at your service?

The Alfred Nuttall Memorial Kindergarten is a community based Kindergarten offering two groups (up to 28 children in each group) for four/five year old Kindergarten children. The children attend Kindergarten for total of 15 hours per week which includes either two full days of 7.5 hours each. The children attend in either the **Possum** or **Wombat** group. In addition, up to 24 children (from a mixture of Possum and Wombat groups) attend **Bush Kindergarten** for an optional and extra 3 hours per week, with these sessions run at the Darebin Parklands at a specifically selected site. The Kindergarten also offers three year old kindergarten - Kookaburra Group – one x 5 hour session per week. The Kindergarten offers a play based programme which aims to complement and enhance the child's learning and development at home. The children are invited to participate in a range of individual and group experiences which aim to challenge and stimulate development, skills and thinking with the indoor and outdoor environments considered equally important as settings for learning. The kindergarten offers a safe, trusting, inclusive and caring environment and values the contribution of families to the Kindergarten's programmes and community.

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

Approved Provider – Edward Walton (NQF Committee Representative)

Nominated Supervisor - Paola Kupfersin

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

No. of educators: N/A

Service statement of philosophy

The Kindergarten acknowledges the Wurrundjeri people as the traditional custodians of this land. The Kindergarten pays its respects to the Elders both past and present of the Kulin Nation and extends that respect to all Aboriginal people. We acknowledge and include Indigenous culture in our programs.

Alfred Nuttall Kindergarten philosophy statement is reflective of the Code of Conduct, United Nations Convention of the Rights of the Child, Belonging, Being, And Becoming: The Early Years Learning Framework (Aust), The Victorian Early Years Development Framework and the National Quality Standards.

We at Alfred Nuttall Kindergarten, welcome all children, families and educators. We provide high quality educational programmes for preschool aged children, which reflect and respect the values of families and celebrate the diversity of our local communities. Programmes and services are provided in a safe, nurturing and stimulating environment.

Our service is managed by a committee which is formed primarily from parents whose children attend the Kindergarten. We maintain strong links with local community services such as child care and schools.

At Alfred Nuttall Kindergarten, we affirm that children are members of a family and that parents (or guardians), are the most important adults in a child's life. We are committed to establishing and maintaining respectful and collaborative relationships between children, families and educators. In partnership with families, educators engage in open and meaningful communication, working together to ensure the best outcomes for children.

Kindergarten is seen as an environment that compliments, enhances and extends on children's learning and development at home.

We see our Kindergarten as an important part of the community. We foster a strong sense of belonging, where children feel connected to their group and kindergarten community, while also developing their sense of individual identity. We share a commitment to equity and all children's right to a high quality education. We embrace cultural, social and developmental diversity and value each child as unique with individual qualities and needs.

The early years are crucial to future learning. Children are invited to participate in experiences that extend abilities and thinking. Open ended play spaces support children's different learning styles and provide opportunities for creativity, investigation, exploration and imagination. Children's voices are embedded in the programme with an emphasis on children's rights to be listened to and valued. The programme is integrated and holistic, promoting inclusion, participation and learning for all children. A play based program with an emphasis on relationships and interactions ensures high quality learning opportunities. A balance of individual, small and large group experiences include intentional teaching plans, spontaneous learning opportunities and child initiated interests. A focus on sustainability ensures a commitment to care for our environment. Inviting indoor and outdoor play-spaces are equally important for play and learning. The program fosters a joyful celebration of childhood where "learning is fun".

Quality Area 1: Educational program and practice

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

Quality Area 1: Standards and elements

Standard 1.1	The educational program enhances each child’s learning and development.	
Approved learning framework	Element 1.1.1	Curriculum decision-making contributes to each child’s learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
Child-centred	Element 1.1.2	Each child’s current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
Program learning opportunities	Element 1.1.3	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child’s learning.
Standard 1.2	Educators facilitate and extend each child’s learning and development.	
Intentional teaching	Element 1.2.1	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
Responsive teaching and scaffolding	Element 1.2.2	Educators respond to children’s ideas and play and extend children’s learning through open-ended questions, interactions and feedback.
Child directed learning	Element 1.2.3	Each child’s agency is promoted, enabling them to make choices and decisions that influence events and their world.
Standard 1.3	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.	
Assessment and planning cycle	Element 1.3.1	Each child’s learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.
Critical reflection	Element 1.3.2	Critical reflection on children’s learning and development, both as individuals and in groups, drives program planning and implementation.
Information for families	Element 1.3.3	Families are informed about the program and their child’s progress.

National Law and National Regulations underpinning Quality Area 1

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

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

Quality Improvement Plan for Quality Area 1

Summary of strengths for Quality Area 1

Strengths	<ul style="list-style-type: none"> • Educators develop caring, trusting and respectful relationships with children and families and have a strong commitment to working with parents to ensure children's strengths, needs and opportunities for learning and development are maximised. • Educators have a strong commitment to the value of play based exploratory programmes and incorporate both planned/intentional learning experiences and also spontaneous interests and learning opportunities • Educators diligently establish inviting, inclusive and stimulating play spaces and share a commitment to creating a welcoming, natural and responsive learning environment • Educators use a range of methods to gather information about children and to ensure that educators are knowledgeable about children's current knowledge, ideas, culture, abilities and interests • Educators are able to plan programmes with a balance of experiences that offer opportunities for repetition, consolidation and success and opportunities for risk taking and challenges. • Educators attend professional development to further develop their understanding of the state and national early childhood curriculum frameworks. • Educators plan programs that include diverse cultural and family backgrounds and differing developmental strengths and needs. • A bush kindergarten program has recently been included as an additional kindergarten option for children enrolled in our four year old groups to provide an alternative experience to home kinder and enable a safe and controlled environment for children to take and learn about risks in the wider outdoor setting.
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Key improvements sought for Quality Area 1

Improvement plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1.1.1	In our aim to include Indigenous Perspectives in the program, it became apparent that staff have not felt confident in their knowledge with respect to including indigenous perspectives in the program and do not have strong connections with	For Indigenous perspectives to be confidently and appropriately prioritised into the children's program	High	Identify local indigenous contacts and resources. Identify training and networking opportunities for staff	All staff are knowledgeable and feel confident to include indigenous perspectives into the program.	Educational Leader-Term 3 2020 and ongoing	<ul style="list-style-type: none"> • Staff have participated in cultural competency training (sessions occurring throughout 2019 and early 2020 run by SNAICC). • Annual excursion for the 4YO groups to the Botanic Gardens includes an indigenous program. • National Aboriginal and Torres Strait Islander Children's Day

	local Indigenous people/services.						<p>http://www.education.vic.gov.au/about/events/Pages/atsichildrenday.aspx</p> <ul style="list-style-type: none"> • Potential project involving the community? • Staff have to date introduced a range of initiatives in the program such as starting the day with acknowledgement to country (children's version) and including indigenous stories and art in the program.
1.1.1	Ensure a gender equitable program	Ensure that the program continues to be gender equitable	Medium	Staff to continue to research and reflect on gender equitable principles in the program, including considering materials used and environment at kinder and how gender equity is promoted	Survey results from parents and staff feeling confident that the program is provided on a gender equitable basis	Educational Leader and staff - Term 3 2020 and ongoing	<p>In 2017 staff reviewed Darebin Council's Gender Equity Strategy with a view to informing how the kinder can promote gender equity.</p> <p>In 2019 the kinder applied for Council Gender equity pilot but were not selected</p>
1.2.1	Introduce language (other than English) as part of the program	Develop children's learning through alternative language.	Medium	Develop and introduce a bilingual program	Program initiated.	Term 3 and ongoing	<p>Italian language program introduced into both 4 year-old groups in addition to bring other languages and cultures of other staff at the centre into the program throughout the year (e.g. Japanese)</p> <p>Educational leader to assess success of program and any modifications needed.</p>

1.3.1	Need for greater continual analysis of children's learning and development	Staff adapt the program continually to respond to children's interests, strengths and needs	Medium	Process initiated to record observations of children on a regular basis and feed this back into program planning	Process implemented Staff feedback on process effectiveness	Term 4 2019	The Director set up an observation book in the office and assigned staff members to different children. Staff members are recording observations about children each week. These are then discussed at programming meetings. N.B. This has evolved to a more verbal/discussion based system during the pandemic given situation re attendance and staffing.
1.3.3	Families not currently permitted in centre due to COVID-19 and therefore not able to participate in session or see program book as easily	For parents to feel informed and connected to the program and their child's learning and development at kinder	High	Assess options for more information sharing and parent participation via email, online or other means	Families indicate knowledge and understanding of the program	Director and Teachers	Staff discussing options and methods. Emailing program plans and program book commenced. Appropriate photos and explanatory materials posted on front gate where parents can see it when waiting to collect children. Expanding existing monthly reports (that are emailed out to parents)

Quality Area 2: Children's health and safety

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

Quality Area 2: Standards and elements

Standard 2.1		
Wellbeing and comfort	Element 2.1.1	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.
Health practices and procedures	Element 2.1.2	Effective illness and injury management and hygiene practices are promoted and implemented.
Healthy lifestyle	Element 2.1.3	Healthy eating and physical activity is promoted and is appropriate for each child.
Standard 2.2		
Supervision	Element 2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
Incident and emergency management	Element 2.2.2	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
Child protection	Element 2.2.3	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

National Law and National Regulations underpinning Quality Area 2

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

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

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



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

Quality Improvement Plan for Quality Area 2

Summary of strengths for Quality Area 2

Strengths

- Educators' practices at ANMK prioritise children's health and safety needs.
- Children are supervised diligently, and health concerns are noted and promptly communicated to parents.
- ANMK educators provide many opportunities throughout the curriculum program for children to become involved in meeting their own health and safety needs.
- A long day program has been structured to support children's health and wellbeing needs, as evidenced by the results of the parent survey.
- Healthy Eating Program has been implemented in the children's program

Key improvements sought for Quality Area 2

Improvement Plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
2.1.2	Education and information for staff around administration of medication can be improved	All staff understand the relevant medical policies and confidently follow the procedures	High	Review of administration of medication policy and associated protocols and processes. Increased discussions and education on this between staff.	Processes clear and staff can confidently follow them and know their responsibility	Term 3 2020	Processes checked by staff, new form for sign-off implemented, discussed at staff meeting. Advice from nurse also obtained. Policy being reviewed and updated
2.1.3	Health Achievement Program – ongoing focus needed	Progress work through the Healthy Achievement Program	Low	Ongoing sub- committee to be established as part of organisational structure to continue focus. Healthy eating lunchbox ideas are on display at AGM/Parent info night	Continued progression through the levels	Term 4 2020	. Healthy Eating teaching continues to be included in children's program But New Healthy Eating subcommittee to be formed to review the program and identify next actions. 2017/2018 - Healthy Eating Subcommittee has been added to ANMK

				and healthy eating information distributed to families.			<p>organisational structure and</p> <ul style="list-style-type: none"> - Parent evening on resilience - Social skills program planning - Dental program - Healthy eating <p>'Coordinate' level achieved in 2016 07/04/2016 Update - subcommittee formed. Sub-committee identified.. Actions implemented</p> <ul style="list-style-type: none"> - Parent evening on resilience - Social skills program planning - Dental program - Healthy eating <p>.Progress 15/10/2015 - Priority areas have been identified by parent survey. Include in the handouts for new families</p>
2.1.3	Concerns around hygiene and spread of illness in relation to shared fruit arrangements in the program	To ensure the children's eating experience is positive, healthy, hygienic and supports their skills for independence and socialisation with food,	High	Review practices used for morning tea.	Staff and families (use survey) feel satisfied with arrangements in place	Term 3 2020	Given COVID-19 outbreak practice temporarily changed to remove the shared fruit platter and fruit duty parent and instead children bring their own snack. Committee and staff to consider longer term arrangements for when COVID-19 risks minimise.
2.2.2	Staff are trained to use defibrillator and advised it is best form of life saving device	To have a defibrillator at kinder with all staff knowing how to access and use it	High	Purchase defibrillator, install at centre and updated plans and EMP, have group staff training session on first planning day of each year	Defibrillator installed and all staff know how to use it	Term 3 2020 (but term 1 2021 for first staff training together)	Defibrillator purchased and installed and plans are updated.
2.2.3	Although child safe policies and implementation of the standards at kinder has occurred, need to ensure staff remain	Child Safe Standards are consistently met and policy adhered to. Staff to understand their roles and responsibilities	High	Ensure continuing education among staff and committee	Policy remains up to date and appropriate, staff have relevant and up to date training.	NQF Sub-Comm-Term 4 2020	June 2020 – Child Safe or governance Policy to be updated again to require President and VP to have done the CCYP child safe standards training and to do annual online DET module.



	up to date and trained in this area						<p>Committee has approved annual membership for Director as part of Childwise Community of Practice (which includes access to seminars etc and networks)</p> <p>Updated Child Safe Policy has been adopted and substantial progress with implementation of actions to address risk areas. Child safe policy reviewed and updated in 2018 and 2019 to incorporate reportable conduct updates and ensure it remains appropriate.</p> <p>President attending CCYP training sessions on child safe standards and reportable conduct in 2019</p> <p>See Consolidated Actions List for full list of actions.</p>
2.2.3	The children's program currently implements strategies around problem solving, assertiveness skills, safety awareness etc. Research programs to extend this to also teach children about body awareness and safety	Program to include relevant child protection education	High	Continue to research programs and implement. Consider whether incursion from professional child safe education group would be beneficial	Program empower children to ensure body safety as well as emotional safety	Term 4 2020	Parent sexual education seminar run in 2019 to help parents in educating their children

Quality Area 3: Physical environment

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

Quality Area 3: Standards and elements

Standard 3.1		
The design of the facilities is appropriate for the operation of a service.		
Fir for purpose	Element 3.1.1	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
Upkeep	Element 3.1.2	Premises, furniture and equipment are safe, clean and well maintained.
Standard 3.2		
The service environment is inclusive, promotes competence and supports exploration and play-based learning.		
Inclusive environment	Element 3.2.1	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.
Resources support play-based learning	Element 3.2.2	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.
Environmentally responsible	Element 3.2.3	The service cares for the environment and supports children to become environmentally responsible.

National Law and National Regulations underpinning Quality Area 3

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

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

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

Quality Improvement Plan for Quality Area 3

Summary of strengths for Quality Area 3

Strengths

- ANMK's outdoor play space was updated in 2012 in consultation with educators, children and families and includes both built and natural environments.
- ANMK has a wide number and variety of resources, materials and equipment for the purpose of providing a high quality early childhood education program.
- Building maintenance is a shared responsibility of the Kindergarten and local council. The kindergarten work in partnership with the council on matters regarding building maintenance and improvements.
- ANMK has implemented sustainable practices such as use of recycled material, installed water tanks, worm farm, composting and recycling bins.
- ANMK community take pride and responsibility for the physical environment. Children, families and educators work to ensure environment is cared for and maintained. This is exemplified through community working bees, children and educators working together to pack up and care for equipment in the program, educators cleaning schedules etc.
- Projects such as outdoor sink, veranda access ramp and front garden renovation have been completed.

Key improvements sought for Quality Area 3

Improvement plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
3.1.1	Inadequate nappy changing facilities	To ensure toileting facilities are adequate for all children including those not yet toilet trained	Medium	Review how classes are going based on staff feedback and re-assess options as needed	Staff have comfortable facilities and procedures implemented are sufficient	Term 3	With the 3YO program having moved to a longer day session and a number of young children in the program, the issue of children not yet toilet trained is more prominent than in previous years. All non-toilet trained children have been asked to wear pull-up nappies to make any nappy changing easier for staff. Committee to review

							whether this is sufficient or if alternate facilities are required or other conditions imposed on children attending.
3.11	Current shade sails are inadequate as they are too low and do not cover the very popular swing area.	Children have comprehensive shade in the outdoor area	High	Secure funding for new/improved sail	Proper sail, fit for purpose, is installed	Term 4, 2020	A funding grant submitted to was unsuccessful but committee working with council to help support construction of new sails
3.1.1	With increasing staff team, space for meetings, planning times needs to be optimized The office is too small for effective staff functioning and there is no meeting room to support effective staff collaboration	Staff have a positive environment to complete the administrative and planning tasks for the effective operation of the service	High	Secure council approval and support for an office extension into the front yard.	Extension completed	Term 1 2021	Roster has been designed to better share space in office and ensure only 2 people are rostered to the office and office tidied/reorganised to improve space. Grants submitted to secure funding for extension was unsuccessful. Plans have been drawn up and being worked through with council for kinder to self fund.
3.1.1	Larger stools needed for teachers to sit on instead of small chairs to help support backs	Teachers have adequate furniture to engage with children in safe way	Medium	Select and purchase required stool	Staff feedback	Term 3 2020	Committee approved purchase of teacher requested stools in Feb 2020 - Suzanne to purchase

3.1.1 and 3.2.1	The set up of the outdoor play space is not designed in a way to enable an open area for collective games or for running. Would benefit from some redesign.	The outdoor play space is used well and maximised to support children's needs	Medium	Assess redesign possibilities Undertake redesign – consult professional for advice on redesign of outdoor play space	Teachers confirm that children have more attuned space for gross motor skill development.	Term 2, 2019	Garden beds have been moved to allow more space for gross motor skills. Considering possibility of excursions to local football oval to provide more space for gross motor skill supporting games – consider amendment to excursions policy and/or standing consent from parents for small trips to enable more flexibility in this respect.
3.2.1	It would be helpful for the children's learning about silk worms to have a mulberry tree on the premises.	Children can complete a full Silk worm life cycle study process.	Low	Plant a mulberry tree	A mulberry tree is planted	Term 4, 2020	Consulting with Council. To re-assess given silkworm batch did not survive last year
3.2.1.	Kindergarten foyer layout and design needs improvement	Refurbish the foyer with a focus to becoming more child-centric and welcoming	Medium	Foyer plan developed by a parent with design skills, through consultation with council, staff and committee.	Foyer redesign complete	Teachers Term 3 2019	Wall was prepared. Staff currently trying different options with children's art and themed decoration. Staff still considering options for improvement including potential installation of larger board for pinning work on. Also considering how to make foyer more inviting and inclusive for "all"

Quality Area 4: Staffing arrangements

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

Quality Area 4: Standards and elements

Standard 4.1		
Staffing arrangements enhance children's learning and development.		
Organisation of educators	Element 4.1.1	The organisation of educators across the service supports children's learning and development.
Continuity of staff	Element 4.1.2	Every effort is made for children to experience continuity of educators at the service.
Standard 4.2		
Management, educators and staff are collaborative, respectful and ethical.		
Professional collaboration	Element 4.2.1	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
Professional standards	Element 4.2.2	Professional standards guide practice, interactions and relationships.

National Law and National Regulations underpinning Quality Area 4

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

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

National Law and National Regulations		Associated element
Regulation 119	Family day care educator and family day care educator assistant to be at least 18 years old	4.1.1
Regulation 120	Educators who are under 18 to be supervised	4.1.1
Regulation 123	Educator to child ratios – centre based services	4.1.1
Regulation 123A	Family day care co-ordinator to educator ratios—family day care service	4.1.1
Regulation 124	Number of children who can be educated and cared for – family day care educator	4.1.1
Regulation 126	Centre-based services – general educator qualifications	4.1.1
Regulation 127	Family day care educator qualifications	4.1.1
Regulation 128	Family day care co-ordinator qualifications	4.1.1
Regulation 130	Requirement for early childhood teacher – centre-based services – fewer than 25 approved places	4.1.1
Regulation 131	Requirement for early childhood teacher – centre-based services – 25 or more approved places but fewer than 25 children	4.1.1
Regulation 132	Requirement for early childhood teacher – centre-based services – 25-59 children	4.1.1
Regulation 133	Requirement for early childhood teacher – centre-based services – 60 to 80 children	4.1.1
Regulation 134	Requirement for early childhood teacher – centre-based services – more than 80 children	4.1.1
Regulation 135	Early childhood teacher illness or absence	4.1.1
Regulation 136	First aid qualifications	4.1.1
Regulation 143A	Minimum requirements for a family day care educator	4.1.1

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

Quality Improvement Plan for Quality Area 4

Summary of strengths for Quality Area 4

Strengths

- ANMK educators have a passion for early childhood education and their enjoyment of teaching and caring for children is evident in their practice.
- ANMK educators work well together, share common understanding about early childhood education and respect each other's abilities and professionalism
- ANMK educators are committed to ongoing learning and initiate and seek opportunities to extend and update their professional knowledge.
- ANMK educators are well respected in the community and by family and children at ANMK. This is strongly stated in parent surveys.
- ANMK educators develop strong and trusting relationships with children and their family through providing many opportunities for communication
- ANMK has history of retaining staff and relatively little staff turnover.

Key improvements sought for Quality Area 4

Improvement plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
4.1.1	Need for more continuity of staff when staff absences occur.	Pool of existing and casual staff to be available for relief work	Medium	Develop a pool of existing staff and casual staff that can be called on to cover and clarify protocol around who to call first	Absences able to be covered by know staff rather than relievers	Term 3 and 4 2020	At present, increased staff numbers means more opportunity for existing staff to cover. Relationships developed with staff at other centres who are interested in covering and their details kept on file.
4.1.2	Insufficient understanding of physical and mental impact of the working environment on staff	Better understanding of staff needs and options to support physical and mental wellbeing so that actions can be taken and resolutions can be made	High	Undertake an OHS survey with staff	Staff participate in survey and provide responses. Committee assess survey and implements changes as relevant to meet staff needs as appropriate	Term 3- President	Survey created and circulated to staff. Results collected and analysed by committee. Discussions held with individual staff at mid year reviews

4.2.1 and 4.1.2	Support for staff well-being and mental health during COVID-19 pandemic	For staff to feel supported, safe and happy at kinder	High	Ask staff what supports might assist, plan and arrange supports. Regular check ins with staff	Feedback from staff	President, Term 3 2020	<p>EAP plan in place and staff reminded to use</p> <p>Attempts to have an expert speak to staff about COVID-19 risks and discuss facts and how to protect – still trying to progress (difficult to find someone)</p> <p>Group/team counselling session facilitated by psychologist – plans to have a follow up/second session</p>
4.2.2	With the increased size of the staff team, effective ways of sharing of information has become increasingly important. A need to improve collaboration among wider staff team and communication on what is happening in the program has also been identified.	Continue to improve communication and collaboration amongst a larger staff team -	High	<p>Set up a communication book</p> <p>Increased number of staff meetings</p> <p>Explore team building exercises/courses to provide opportunity for staff collaboration outside of working hours.</p>	<p>Implementation of agreed approach for collaboration and information sharing.</p> <p>2019 annual survey of families</p>	Director -- Term 4	<p>Although Trello was introduced in 2018, it was found to be less useful than initially anticipated. Communication between staff is therefore managed via communication book and the white board located in the office. This is meeting current needs and we will continue to monitor it.</p> <p>Whole of team PD sessions run in 2019 and first day of 2020 to support team building and communication</p> <p>In term 4 2019, The Director started a 10 minute team meeting before each session and 10 minute debrief following each</p>



							<p>session. This is in practice in 2020 also.</p> <p>There is continued improvement in the way that the communications book is being used by staff. Zoom has provided a usual communication tool for staff meetings during the pandemic and may be continued even beyond the pandemic given staffing rosters make it difficult to schedule staff meetings in the office at convenient times.</p>
4.2.2, also 7.1.3	Inadequate procedure guides/ induction for new staff/relievers	Informed, welcomed and confident new starters and relievers	High	Development of a new staff induction manual and processes	Feedback from new staff is that they feel confident and empowered in Alfred Nuttall program and processes.	Term 3 2020	Existing induction and procedure guides located and reviewed. Currently being updated for finalisation and communication/provision to staff

Quality Area 5: Relationships with children

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

Quality Area 5: Standards and elements

Standard 5.1		Respectful and equitable relationships are maintained with each child.
Positive educator to child interactions	Element 5.1.1	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
Dignity and rights of the child	Element 5.1.2	The dignity and the rights of every child are maintained.
Standard 5.2		Each child is supported to build and maintain sensitive and responsive relationships.
Collaborative learning	Element 5.2.1	Children are supported to collaborate, learn from and help each other.
Self-regulation	Element 5.2.2	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

National Law and National Regulations underpinning Quality Area 5

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

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

Quality Improvement Plan for Quality Area 5

Summary of strengths for Quality Area 5

Strengths	<ul style="list-style-type: none">• ANMK educators build trusting and respectful relationships with children. This is demonstrated in the everyday practice at ANMK and is identified repeatedly through informal and formal processes for feedback from families for example, parent surveys and educator/ parent feedback sessions.• Children and educators are continually involved in interaction, conversation and communication that involves; respect, responsiveness and humour.• Educators ensure a welcoming and inclusive environment and that all children feel they are valued members of the group. This is demonstrated through children being welcomed and farewelled by staff, areas designated for group play and quiet time and family participation in kinder activities.• Children's relationships with each other are encouraged and supported. This is demonstrated through group activities such during mat time, and sharing meal times and use of relationship tools such as the problem solving wheel, buddy systems and other strategic social and emotional teachings.• Learning and skill development for children to work collaboratively together is highlighted. This is demonstrated through collaborative artwork, play and special events such as the end of year concert or special person's days.
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Key improvements sought for Quality Area 5

Improvement plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
5.2.1	Through our work on Child Safe Principles, an opportunity was identified to collaborate with the children to develop a children's Code of Conduct	A children's Code of Conduct developed by the children guides their interactions	Medium	Staff collaborate with children to document their voices in the development of this document.	Code of Conduct developed and regularly referenced as part of the program	Annually	Code of conduct was developed by the children in 2017. A poster of children's rights has been put up. To assess practice and decide whether this should be done every year with each new cohort of 4yos to ensure it is meaningful and relevant to each child attending

Quality Area 6: Collaborative partnerships with families and communities

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

Quality Area 6: Standards and elements

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

National Law and National Regulations underpinning Quality Area 6

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

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

Quality Improvement Plan for Quality Area 6

Summary of strengths for Quality Area 6

Strengths	<ul style="list-style-type: none"> • ANMK recognises the family as the child’s primary educator and seeks to work in partnership with families. • ANMK is governed by a parent/carer based committee of management, providing parents/ carers with the opportunity to have a high level of input into the service. • ANMK educators communicate with families using a variety of methods such as informal discussion, formal parent meetings, newsletters, electronic communication and the ANMK website. • ANMK provides a number of opportunities throughout the year for families to come together, get to know each other and be involved in the community life of the kinder. At least one staff member is present at these events. • ANMK educators prioritise developing relationships with families that are based on respect and open communication. • ANMK has close relationships with other local community based organisations such as the local childcare centre/s, local schools, Darebin Council, libraries and Early Intervention Services. • ANMK parents are highly encouraged to participate in assisting of various activities at the kinder such as fruit duty, interacting with the children whilst playing, reading, meditating, sitting with the children to have lunch.
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Key improvements sought for Quality Area 6

Improvement plan

Standard/ element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
6.1.1	With multiple staff across each group consistent and quality communication with families is even more important	<p>Communication must be timely, relevant, informative and consistent between staff members.</p> <p>Families to feel informed about program</p>	High	Consult as a staff/teacher team about any issues concerning children before approaching parents and the appropriate response. Ensure discussions are directed through teacher with educators to direct parents to teachers for discussions about individual children.	Positive responses from families in the annual parent survey	Committee and Staff – Term 4	Survey feedback indicated positive communication between families and teachers in relation to children. Survey indicated improvement could be made in communication of the program, not communication of concerns or any issues with respect to any child.



				<p>Explore options for increasing accessibility of program information by families</p> <p>Include communication related questions in parent survey and act on survey results</p>			
6.2.2	Consideration needed of whether adjustments or timetable/ offering are needed to meet community needs	Timetable and programs offered meets community need and best interests of the children and families	Medium	Survey families to find, investigate other options. Consider how bush kinder fits into base program, whether after care hours are needed or out and about program relevant	Families confirm suitability in survey results, enrolment numbers high	Term 3 2020	Committee decision to integrate bush kinder into program for 2021.
6.2.3	Links with local Maternal and Child Health Nurse/s can be re-strengthened to facilitate sharing of information and links with local schools and childcares can also be re-strengthened following staff change-over	<p>Active relationships with local Maternal and Child Health Nurse to facilitate information sharing</p> <p>Re-invigorated relationships with local schools and childcares that the ANMK children attend/will attend to allow for better information sharing and support of the children</p>	Medium	<p>Director to establish regular contact with local MCH nurses, schools and relevant childcares. Liaise with council to identify opportunities for ongoing contact between the kinder and MCH nurses.</p> <p>Director to conduct visits to local schools to meet with foundation teachers.</p>	Regular communication and information sharing between educators, schools and MCH nurses, resulting in strengthened community relationships	Committee and Staff - 2021 and ongoing	On hold during COVID-19 pandemic



				Excursions to local schools (and incursions of foundation children) to be arranged towards end of year.			
6.2.3	Improve community awareness of the kinder and provide opportunity for alumni to visit	Increased community awareness and connection	Medium	Annual Open Day for past, future and current families to come and experience centre and speak with staff New sign which reflects current service, provides information and is more obvious	More awareness and engagement from community	Committee	Open Day planned for March 2020 but had to be cancelled due to COVID-19. Director to prepare virtual tour (video footage) for families to access online. New sign to be designed and erected. Initial plans begun.

Quality Area 7: Governance and Leadership

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

Quality Area 7: Standards and elements

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

National Law and National Regulations underpinning Quality Area 7

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

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

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

National Law and National Regulations		Associated element
Regulation 55	Quality improvement plans	7.2.1
Regulation 56	Review and revision of quality improvement plans	7.2.1
Regulation 158	Children's attendance record to be kept by approved provider	7.1.2
Regulation 159	Children's attendance record to be kept by family day care educator	7.1.2
Regulation 160	Child enrolment records to be kept by approved provider and family day care educator	7.1.2
Regulation 161	Authorisations to be kept in enrolment record	7.1.2
Regulation 162	Health information to be kept in enrolment record	7.1.2
Regulation 163	Residents at family day care residence and family day care educator assistants to be fit and proper persons	7.1.2
Regulation 164	Requirement for notice of new persons at residence	7.1.2
Regulation 165	Record of visitors	7.1.2
Regulation 166	Children not to be alone with visitors	7.1.2
Regulation 167	Record of service's compliance	7.1.2
Regulation 168	Education and care service must have policies and procedures	7.1.2
Regulation 169	Additional policies and procedures—family day care service	7.1.2

National Law and National Regulations		Associated element
Regulation 170	Policies and procedures to be followed	7.1.2
Regulation 171	Policies and procedures to be kept available	7.1.2
Regulation 172	Notification of change to policies or procedures	7.1.2
Regulation 173	Prescribed information to be displayed	7.1.2
Regulation 174	Time to notify certain circumstances to regulatory authority	7.1.2
Regulation 174A	Prescribed information to be notified to accompany notice	7.1.2
Regulation 175	Prescribed information to be notified to regulatory authority	7.1.2
Regulation 176	Time to notify certain information to regulatory authority	7.1.2
Regulation 176A	Prescribed information to be notified to approved provider by family day care educator	7.1.2
Regulation 177	Prescribed enrolment and other documents to be kept by approved provider	7.1.2
Regulation 178	Prescribed enrolment and other documents to be kept by family day care educator	7.1.2
Regulation 179	Family day care educator to provide documents on leaving service	7.1.2
Regulation 180	Evidence of prescribed insurance	7.1.2
Regulation 181	Confidentiality of records kept by approved provider	7.1.2

National Law and National Regulations		Associated element
Regulation 182	Confidentiality of records kept by family day care educator	7.1.2
Regulation 183	Storage of records and other documents	7.1.2
Regulation 184	Storage of records after service approval transferred	7.1.2
Regulation 185	Law and regulations to be available	7.1.2
Regulation 344 Tasmania	Working with vulnerable people registration – staff members	7.1.2
Regulation 358 Victoria	Working with children check to be read	7.1.2
Regulation 359 Victoria	Criminal history record check to be read and considered	7.1.2

Quality Improvement Plan for Quality Area 7

Summary of Strengths

Strengths

- The kindergarten has a commitment to continuous improvement and has effective processes to ensure regulatory requirements are met, self assessments are reviewed and policies and procedures are updated as required. This process is facilitated through a NQF sub-committee which reports to the Management Committee.
- The Kindergarten has a history of strong and dedicated committees who have worked to develop the Kindergarten's facilities, maintain quality early childhood experiences for children and families and to manage the overall running of the Kindergarten
- The Kindergarten has consistently maintained a quality staff team with staff members showing long term commitment to their positions.

Key improvements sought for Quality Area 7

Improvement plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
7.1.2	With greater demands on volunteer committees of management, the committee commits to regularly reviewing administrative and governance arrangements to ensure long term sustainability, financial viability and quality.	To maintain sustainable and effective governance arrangements that will ensure the provision of a high-quality kindergarten program.	High	<p>Increased clarity of committee roles and responsibilities</p> <p>Refine recruitment, orientation and hand over procedures for new committees</p> <p>Investigating alternative management structures (e.g. Early Years Management).</p>	Functioning Committee that is able to effectively manage the kindergarten	Ongoing	<p>Continuing processes established in 2017 to ensure a sustainable committee of management (including formal organisation structure, creation of role descriptions and handover process).</p> <p>Committee attendance at ELAA training courses for committee handovers and AGM process.</p> <p>Succession planning for executive roles.</p>

							Explore and set up staffing arrangements to make Alfred Nuttall less reliant on Committee Members and ensure continued flow of knowledge to reduce organisational risks of loss of institutional memory
7.1.2	New policy announcements concerning funded 3 year old kindergarten program will significantly impact Alfred Nuttall	Have a strong and clear strategic planning to ensure Alfred Nuttall is equipped for 3 year old kindergarten program recently announced	High	Committee representative attending council run strategic planning workshops Develop plan	Plan in place Consultation with stakeholders commenced	Term 3&4 2020	Committee representative attending council run strategic planning workshops
7.1.2	Some staff may not have full understanding of all policies	All staff are clear on all service policies and able to apply them fully	High	Develop and implement system for skilling up staff on all policies, including a schedule of policies for different staff meetings and ad hoc testing of staff on key policies	System for skilling up staff implemented All staff confident in applying service policies	Term 3 2020	System developed by Paola and being implemented.
7.1.2	Frequent policy and practice changes happen which need to be incorporated into the kinder policies	Current, relevant high quality policies that reflect professional requirements and enable effective operation of the kinder	Low	Develop schedule for policy review Review and update policies Finalise and share with families		Ongoing	Schedule developed and staffing policy updated

7.1.2 and 7.1.3	Administration processes and tasks need to be clearer and more streamlined	More independent and streamlined administration function	Medium	Embedding administrative assistant role and finalising the role & responsibility document	Staff and committee feel sufficiently supported and administrative burden reduced	Term 3 2020	Administration assistant employed. Administration task calendar created and circulated Checklist of date by date action items created
7.2.1	Staff require ongoing engagement on the National Quality Areas to ensure high quality service provision	Staff are confident at applying the NQS	Medium	Staff cover one quality area at each staff meeting	Staff feel confident in applying each National Quality Area and can talk to them comfortably and accurately	Ongoing	
7.1.2 and 7.1.3	Working Bee tasks and pre working bee building and grounds checks need to be reviewed and reformalised	Documented clear processes and action items that can be passed on between committees	Medium	Review existing working bee task list, schedule and pre-WB check (including review of safe environment policy). Assess relevance and requirements. Update/redraft and communicate changes.	Clear documentation in place which is accessible – feedback from staff and committee	Term 3 2020	In progress
7.1.2 and 7.1.3	Review and formalise staff cleaning protocol and scope of works for external cleaning staff	Protocol in place that all staff are aware of and can follow	High	Review and assess existing arrangements, draft protocol, communicate to staff	Protocol in place and staff confirm understanding and satisfaction with it	Term 3 2020	In progress
7.1.2	Conduct in depth risk assessment for COVID-19 impacts	Risk assessment/matrix documented and agreed by Director and committee	High	Assess risks, draft assessment documentation, carry out any action items not	COVID-19 Risk Assessment completed and signed off by all parties	Ongoing during pandemic period	Risk Assessment conducted and discussed at committee meeting with relevant mitigation action

				already being progressed			items take on. Ongoing check in during pandemic
7.1.2	Although procedures and documentation have been passed from president to president, there is not currently a specific procedure guide for professional staff recruitment and probation period review and completion.	For procedure document to be in place and easily accessed/used by staffing sub-committee as needed	Medium	Review existing processes, seek advice from experts, draft procedure guide and incorporate in handover documentation	Procedure guide in place for use and all incoming committees have the information and instructions available to them	Term 3 - President	In progress

Notes