



Australian Children's
Education & Care
Quality Authority

National Quality Standard Assessment and Rating Instrument

APRIL 2012

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National Quality Standard Assessment and Rating Instrument

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About this document

The National Quality Framework

In December 2009, all Australian governments, through the Council of Australian Governments, agreed to a partnership to establish a National Quality Framework for Early Childhood Education and Care (National Quality Framework).

The Australian Government and state and territory governments recognise the importance of increasing their focus on the early years to ensure the wellbeing of children throughout their lives and to lift the productivity of our nation as a whole. The drive for change is based on clear evidence that the early years of children's lives are very important for their present and future health, development and wellbeing.

The National Quality Framework aims to raise quality and drive continuous improvement in education and care services through:

- the *National Quality Standard for Early Childhood Education and Care and School Age Care (National Quality Standard)*
- a national quality assessment and rating process
- streamlined regulatory arrangements
- a new national body jointly governed by the Australian Government and state and territory governments—the Australian Children's Education and Care Quality Authority (ACECQA)—to oversee the new system.

The new system replaces state and territory licensing and quality assurance processes.

Purpose

The purpose of the *National Quality Standard Assessment and Rating Instrument* is to assist authorised officers to record the assessment and rating of services against the *National Quality Standard*.

Authorised officers use this document to:

- prepare for the assessment and rating visit
- record observations and evidence during the visit to support the assessment, and
- determine ratings and prepare the report for the service after the visit.

Services may also refer to this document during their preparation for the assessment and rating process and will receive a completed version as the final report.

How this document is organised

The *National Quality Standard Assessment and Rating Instrument* includes:

- a service details section
- a list of the rating level descriptors for each quality area accompanied by space for recording observations and evidence, and notes relevant to the service's Quality Improvement Plan
- a table that summarises the elements that were 'met' and 'not met', and the ratings for the standards within each quality area, and
- a table that presents the quality area ratings and the overall rating.

How to use this document to record the assessment

This document consists of sections that authorised officers must complete during the assessment and rating process. The quality area sections of the document consist of double-facing pages. The left facing page lists the rating level descriptors for each element of the *National Quality Standard* and the relevant sections of the *Education and Care Services National Law Act 2010 (National Law)* and the *Education and Care Services National Regulations 2011 (National Regulations)*. The right facing page provides space to record observations and evidence. There is also space to make notes relevant to the service's Quality Improvement Plan.

Recording the assessment and rating of a service

Before the assessment and rating visit, authorised officers:

- complete the 'Service details' page, which identifies the service being assessed, the key contacts for the service, the date of receipt of the Quality Improvement Plan, the date of the assessment and rating visit and the name of the authorised officer/s responsible for the assessment and rating of the service
- make notes relevant to particular standards or quality areas taken from their review of the service's history and current Quality Improvement Plan.

During the assessment and rating visit, authorised officers record observations and evidence relevant to the particular elements, standards or regulations¹. The intention is to not determine the assessment on the spot. This will occur later when it is time to analyse all the information, prepare the report and calculate the ratings.

After the assessment and rating visit is complete, authorised officers draft the report, determine whether elements and regulations were 'met' or 'not met' and determine the rating for the individual standards. On completion of all the quality areas, they transcribe the standards ratings to the summary table, and then determine the overall rating.

¹ General transitional and saving provisions that apply nationally are listed in the quality areas of the *National Quality Standard Assessment and Rating Instrument*. Authorised officers will need to be familiar with their state or territory specific provisions outlined in the *National Regulations*.

The rating system

The *National Regulations* prescribe the rating levels within the national quality assessment and rating process (regulation 57). The rating levels are displayed in this document as follows:

Rating Level	Abbreviation
Significant Improvement Required	S
Working Towards National Quality Standard	W
Meeting National Quality Standard	M
Exceeding National Quality Standard	E

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Service details

Name of service
Type of service

Location

Street	Suburb
Postcode	State or territory

Contact details

Tel.	Mob.	Email
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Approved provider

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Nominated supervisor

Name	Title
------	-------

Educational leader

Name	Title
------	-------

Quality Improvement Plan

Date received

Visit

Date	Arrival	Departure
Date	Arrival	Departure
Date	Arrival	Departure

Authorised officer/s

Name	Title
Name	Title

Minor adjustments offered

Date advised

Yes	No	
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Quality Area 1: Educational program and practice

Standard 1.1	An approved learning framework informs the development of a curriculum that enhances each child's learning and development.		
Element	Working Towards National Quality Standard (W)	Meeting National Quality Standard (M)	Exceeding National Quality Standard (E)
1.1.1	Curriculum decision making sometimes supports children's learning and development outcomes.	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.	Curriculum decision-making maximises each child's learning and development opportunities.
1.1.2	The program sometimes draws upon children's current knowledge, ideas, culture, abilities and interests.	Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.	Each child's current knowledge, ideas, culture, abilities and interests are consistently incorporated and actively drive all aspects of the program.
1.1.3	Aspects of the program, including routines, provide opportunities for children's learning.	The program, including routines, is organised in ways that maximise opportunities for each child's learning.	The program, including routines, is organised in ways that maximise each child's involvement and engagement in learning.
1.1.4	General information about the program for children is available to families.	The documentation about each child's program and progress is available to families.	The documentation about each child's program and progress is available in an accessible format and opportunities are provided for discussion with families.
1.1.5	Some supports are offered to children to participate in the program.	Every child is supported to participate in the program.	Every child is actively and consistently supported to engage in the program.
1.1.6	Children's agency is sometimes considered and encouraged in helping them to make choices and decisions about their world.	Each child's agency is promoted, enabling them to make choices and decisions and influence events and their world.	Each child's agency is consistently considered and promoted, enabling them to make a range of choices and decisions to influence events and their world.
Write comments on the next page. If significant improvement is required, record this on page 44.			

Quality Area 1: Educational program and practice

Standard 1.2	Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.		
Element	Working Towards National Quality Standard (W)	Meeting National Quality Standard (M)	Exceeding National Quality Standard (E)
1.2.1	Children's learning and development is considered in some aspects of the planning process.	Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.	Assessment of each child's learning and development is part of an ongoing cycle of planning, documenting and evaluation. It is an interactive process that drives development of the program.
1.2.2	Educators sometimes respond to children's ideas and play.	Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.	Educators consistently respond to children's ideas and play and intentional teaching is embedded within the program to scaffold and extend each child's learning.
1.2.3	Some reflection on children's learning and development is considered in planning the program.	Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.	Critical reflection on children's learning and development, both as individuals and in groups, is consistently used to implement, review and revise the program.
Write comments on the next page. If significant improvement is required, record this on page 44.			
Standard	National Law (s) and National Regulations (r)		
1.2	r74 Documenting of child assessments or evaluations for delivery of educational program		

Quality Area 2: Children's health and safety

Standard 2.1		Each child's health is promoted.	
Element	Working Towards National Quality Standard (W)	Meeting National Quality Standard (M)	Exceeding National Quality Standard (E)
2.1.1	Information on children's health needs is available.	Each child's health needs are supported.	Each child's health needs are consistently supported, monitored and promoted.
2.1.2	Opportunities for sleep, rest and relaxation are provided for children.	Each child's comfort is provided for and there are appropriate opportunities to meet each child's need for sleep, rest and relaxation.	Each child's comfort is provided for and there is a range of opportunities for both individuals and groups that effectively meet each child's need for sleep, rest and relaxation.
2.1.3	Basic hygiene practices are implemented.	Effective hygiene practices are promoted and implemented.	Effective hygiene practices are actively and consistently promoted and embedded in the everyday program.
2.1.4	Some steps are taken to control the spread of infectious diseases and to manage injuries and illness.	Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines.	Preventative steps are evident in controlling the incidence and spread of infectious diseases. In addition, the management of injuries and illness accords with recognised guidelines, and best practice regarding these issues is embedded in the everyday program.
Write comments on the next page. If significant improvement is required, record this on page 45.			
Standard	National Law (s) and National Regulations (r)		
2.1	r77 Health, hygiene and safe food practices r81 Sleep and rest r88 Infectious diseases r89 First aid kits r90 Medical conditions policy r91 Medical conditions policy to be provided to parents r92 Medication record r93 Administration of medication r94 Exception to authorisation requirement – anaphylaxis or asthma emergency r95 Procedure for administration of medication r96 Self-administration of medication		

Quality Area 2: Children's health and safety

Standard 2.2		Healthy eating and physical activity are embedded in the program for children.	
Element	Working Towards National Quality Standard (W)	Meeting National Quality Standard (M)	Exceeding National Quality Standard (E)
2.2.1	Food and drinks provided by the service are nutritious.	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.	Food and drinks provided by the service are nutritious and appropriate for each child. Healthy eating is consistently and actively promoted and embedded in the everyday program.
2.2.2	There are opportunities for children to participate in physical activity.	Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.	Physical activity that builds on children's interests and development is embedded in all aspects of the program.
Write comments on the next page. If significant improvement is required, record this on page 45.			
Standard	National Law (s) and National Regulations (r)		
2.2	r78 Food and beverages r79 Service providing food and beverages r80 Weekly menu		

Quality Area 2: Children’s health and safety

Standard 2.3		Each child is protected.	
Element	Working Towards National Quality Standard (W)	Meeting National Quality Standard (M)	Exceeding National Quality Standard (E)
2.3.1	The service is working towards ensuring children are adequately supervised at all times. This does not pose an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service.	Children are adequately supervised at all times.	Children are effectively supervised at all times and educators are attuned to the needs of all children to ensure each child’s safety and wellbeing.
2.3.2	The service is working towards ensuring that every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury. This does not pose an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service.	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.	Effective steps are taken to identify and manage risks and the precautions taken to protect children from hazards and harm reflect best practice.
2.3.3	Plans are in place, practised and implemented to manage incidents and emergencies.	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.	Plans to effectively manage incidents and emergencies are developed and reviewed in consultation with relevant authorities. Strategies are regularly practised and implemented effectively.
2.3.4	The approved provider has advised the nominated supervisor, educators and staff members who work with children of the existence of child protection law and any relevant obligations.	Educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect.	Educators, co-ordinators and staff members understand their roles and responsibilities in accordance with relevant child protection legislation and they actively raise family and community awareness of child protection issues.
Write comments on the next page. If significant improvement is required, record this on page 45.			
Standard	National Law (s) and National Regulations (r)		
2.3	s165 Offence to inadequately supervise children s167 Offence relating to protection of children from harm and hazards r82 Tobacco, drug and alcohol-free environment r83 Staff members and family day care educators not to be affected by alcohol or drugs r84 Awareness of child protection law r85 Incident, injury, trauma and illness policies and procedures	r86 Notification to parents of incident, injury, trauma and illness r87 Incident, injury, trauma and illness record r97 Emergency and evacuation procedures r98 Telephone or other communication equipment r99 Children leaving the education and care service premises r100 Risk assessment must be conducted before excursion r101 Conduct of risk assessment for excursion r102 Authorisation for excursions	

Quality Area 3: Physical environment

Standard 3.1	The design and location of the premises is appropriate for the operation of a service.		
Element	Working Towards National Quality Standard (W)	Meeting National Quality Standard (M)	Exceeding National Quality Standard (E)
3.1.1	The service is working towards ensuring outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose. This does not pose an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service.	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.	All outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources provide a stimulating learning and care environment for children.
3.1.2	Premises, equipment and furniture are safe, clean and in good repair.	Premises, furniture and equipment are safe, clean and well maintained.	All premises, furniture and equipment are safe, clean and well maintained and enhance the learning environment for children.
3.1.3	Facilities are designed or adapted to allow access and participation by children.	Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space.	Facilities are designed or adapted to ensure active participation by every child in the service and promote flexible use and interaction between indoor and outdoor space at all times.
Write comments on the next page. If significant improvement is required, record this on page 46.			
Standard	National Law (s) and National Regulations (r)		
3.1	r103 Premises, furniture and equipment to be safe, clean and in good repair r104 Fencing r106 Laundry and hygiene facilities r107 Space requirements—indoor r108 Space requirements—outdoor space r109 Toilet and hygiene facilities r110 Ventilation and natural light r111 Administrative space r112 Nappy change facilities r114 Outdoor space—shade r115 Premises designed to facilitate supervision r116 Assessments of family day care residences and approved family day care venues r117 Glass (additional requirement for family day care) General transitional and saving provisions r248 Centre-based service offering a preschool program in a composite class in a school r249 Declared approved services (other than declared approved family day care services) r250 Declared approved family day care services r251 Declared out of scope services		

Quality Area 3: Physical environment

Standard	The environment is inclusive, promotes competence, independent exploration and learning through play.		
Element	Working Towards National Quality Standard (W)	Meeting National Quality Standard (M)	Exceeding National Quality Standard (E)
3.2.1	The configuration of outdoor and indoor spaces provides children with some opportunities to engage in activities.	Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.	Outdoor and indoor spaces are designed and effectively organised to engage every child in quality experiences involving the built and natural environments. The spaces provide the flexibility to respond to children's individual needs, development, self-initiated play and exploration.
3.2.2	Resources, materials and equipment are developmentally appropriate, sufficient in number and available to children.	Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the program and allow for multiple uses.	Resources, materials and equipment are sufficient in number, organised in ways that extend every child's participation in the program and are consistently used in numerous ways.
Write comments on the next page. If significant improvement is required, record this on page 46.			
Standard	National Law (s) and National Regulations (r)		
3.2	r105 Furniture, materials and equipment r113 Outdoor space—natural environment		

Quality Area 3: Physical environment

Standard 3.3		The service takes an active role in caring for its environment and contributes to a sustainable future.	
Element	Working Towards National Quality Standard (W)	Meeting National Quality Standard (M)	Exceeding National Quality Standard (E)
3.3.1	Some consideration is given to sustainable practices in service operations.	Sustainable practices are embedded in service operations.	Sustainable practices are embedded in service operations and consistently promoted in the everyday program.
3.3.2	Some information is provided to children about environmental responsibility.	Children are supported to become environmentally responsible and show respect for the environment.	Children are actively involved in being environmentally responsible and supported to continue this involvement within the program and in the broader community.
Write comments on the next page. If significant improvement is required, record this on page 46.			
Standard	National Law (s) and National Regulations (r)		
3.3	N/A		

Quality Area 4: Staffing arrangements

Standard	Staffing arrangements enhance children's learning and development and ensure their safety and wellbeing.		
Element	Working Towards National Quality Standard (W)	Meeting National Quality Standard (M)	Exceeding National Quality Standard (E)
4.1.1	The service is working towards ensuring educator-to-child ratios and qualification requirements are maintained at all times. This does not pose an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service.	Educator-to-child ratios and qualification requirements are maintained at all times.	Educator-to-child ratios and qualification requirements are maintained at all times, and the organisation of educators contributes to a high quality learning and care environment for children.
Write comments on the next page. If significant improvement is required, record this on page 47.			
Standard	National Law (s) and National Regulations (r)		
4.1	<p>s161 Offence to operate education and care service without nominated supervisor s162 Offence to operate education and care service unless responsible person is present s163 Offence relating to appointment or engagement of family day care co-ordinators s164 Offence relating to assistance to family day care educators s169 Offence relating to staffing arrangements r119 Family day care educator and family day care educator assistant to be at least 18 years old r120 Educators who are under 18 to be supervised r122 Educators must be working directly with children to be included in ratios r123 Educator to child ratios – centre-based services r124 Number of children who can be educated and cared for – family day care educator r126 Centre-based services – general educator qualifications r127 Family day care educator qualifications r128 Family day care co-ordinator qualifications r130 Requirement for early childhood teacher – centre-based services – fewer than 25 approved places r131 Requirement for early childhood teacher – centre-based services – 25 or more approved places but fewer than 25 children r132 Requirement for early childhood teacher – centre-based services – 25 to 59 children r133 Requirement for early childhood teacher – centre-based services – 60 to 80 children r134 Requirement for early childhood teacher – centre-based services – more than 80 children r136 First aid qualifications r144 Family day care educator assistant r145 Staff record r146 Nominated supervisor r147 Staff members r149 Volunteers and students r150 Responsible person r151 Record of educators working directly with children r152 Record of access to early childhood teachers r153 Register of family day care educators r154 Record of staff, family day care co-ordinators and family day care educator assistants</p> <p>General transitional and saving provisions r239 Centre-based service offering a preschool program in a composite class in a school r240 Qualifications for educators - centre-based service r241 Persons taken to hold an approved early childhood teaching qualification r242 Persons taken to be early childhood teachers r243 Persons taken to hold an approved diploma level education and care qualification r244 Persons taken to hold an approved certificate III level education and care qualification r245 Person taken to hold approved first aid qualification r246 Anaphylaxis training r247 Asthma management training</p>		

Quality Area 4: Staffing arrangements

Standard 4.2		Educators, co-ordinators and staff members are respectful and ethical.	
Element	Working Towards National Quality Standard (W)	Meeting National Quality Standard (M)	Exceeding National Quality Standard (E)
4.2.1	Professional standards are sometimes evident.	Professional standards guide practice, interactions and relationships.	Professional standards are embedded in practice, interactions and relationships and this promotes positive relationships, and a safe and predictable environment both for children and adults.
4.2.2	Educators and staff generally work collaboratively.	Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships.	Educators and staff consistently demonstrate a high level of collaboration. They affirm, challenge, support and learn from each other to continually improve skills to enhance practice and relationships.
4.2.3	Interactions convey recognition of each other's strengths and skills.	Interactions convey mutual respect, equity and recognition of each other's strengths and skills.	Interactions consistently demonstrate mutual respect, equity and recognition of each other's strengths and skills, promoting a positive atmosphere within the service.
Write comments on the next page. If significant improvement is required, record this on page 47.			
Standard	National Law (s) and National Regulations (r)		
4.2	N/A		

Quality Area 5: Relationships with children

Standard 5.1 Respectful and equitable relationships are developed and maintained with each child.

Element	Working Towards National Quality Standard (W)	Meeting National Quality Standard (M)	Exceeding National Quality Standard (E)
5.1.1	Interactions with children are usually warm, respectful and sometimes responsive and build trust.	Interactions with each child are warm, responsive and build trusting relationships.	Interactions with each child are consistently warm, responsive and build trusting relationships that promote children's sense of security and belonging.
5.1.2	Children are usually able to engage with educators in meaningful and open interactions.	Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.	Every child is consistently encouraged and supported to engage with educators in meaningful, open interactions that enhance the acquisition of skills for life and learning.
5.1.3	Children are usually helped to feel secure, confident and included.	Each child is supported to feel secure, confident and included.	Each child is consistently included and involved in the program and displays confidence and security.
Write comments on the next page. If significant improvement is required, record this on page 48.			
Standard	National Law (s) and National Regulations (r)		
5.1	N/A		

Quality Area 5: Relationships with children

Standard 5.2	Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.		
Element	Working Towards National Quality Standard (W)	Meeting National Quality Standard (M)	Exceeding National Quality Standard (E)
5.2.1	Children are supported to work with others.	Each child is supported to work with, learn from and help others through collaborative learning opportunities.	Collaborative learning opportunities are effectively facilitated and every child is consistently supported to work with, learn from and help others.*
5.2.2	Children are usually supported to manage their own behaviour and respond to others.	Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.	Each child is consistently encouraged and supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
5.2.3	The service is working towards ensuring the dignity and rights of every child are maintained at all times. This does not pose an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service.	The dignity and rights of every child are maintained at all times.	The dignity and rights of every child are consistently supported and promoted at all times.
Write comments on the next page. If significant improvement is required, record this on page 48.			
*Examples of an effective grouping could be one that does not exceed 3 times the ratio pertaining to the relevant age group or a grouping that achieves the outcomes sought through limiting the group size.			
Standard	National Law (s) and National Regulations (r)		
5.2	s166 Offence to use inappropriate discipline r155 Interactions with children r156 Relationships in groups		

Quality Area 6: Collaborative partnerships with families and communities

Standard 6.1 Respectful supportive relationships with families are developed and maintained.

Element	Working Towards National Quality Standard (W)	Meeting National Quality Standard (M)	Exceeding National Quality Standard (E)
6.1.1	An enrolment and orientation process is available to families.	There is an effective enrolment and orientation process for families.	There is an effective enrolment and orientation process based on active communication, consultation and collaboration with families that supports all families.
6.1.2	Families have some opportunities to be involved in service decisions.	Families have opportunities to be involved in the service and contribute to service decisions.	Families are offered a range of opportunities to be actively involved and are encouraged to significantly contribute to service decisions.
6.1.3	Some information about the service is available.	Current information about the service is available to families.	Comprehensive and current information about the service is provided to families in an accessible format.
Write comments on the next page. If significant improvement is required, record this on page 49.			
Standard	National Law (s) and National Regulations (r)		
6.1	r157 Access for parents		

Quality Area 6: Collaborative partnerships with families and communities

Standard 6.2 Families are supported in their parenting role and their values and beliefs about child rearing are respected.

Element	Working Towards National Quality Standard (W)	Meeting National Quality Standard (M)	Exceeding National Quality Standard (E)
6.2.1	The expertise of families is acknowledged.	The expertise of families is recognised and they share in decision-making about their child's learning and wellbeing.	The expertise of families is actively sought and valued and they have the opportunity to share in decision-making about their child's learning and wellbeing and contribute to the service program.
6.2.2	Some information about community services is available to families.	Current information is available to families about community services and resources to support parenting and family wellbeing.	Current information about community services and resources is provided in a variety of accessible forms to all families to support parenting and family wellbeing.
Write comments on the next page. If significant improvement is required, record this on page 49.			
Standard	National Law (s) and National Regulations (r)		
6.2	N/A		

Quality Area 6: Collaborative partnerships with families and communities

Standard 6.3		The service collaborates with other organisations and service providers to enhance children's learning and wellbeing.	
Element	Working Towards National Quality Standard (W)	Meeting National Quality Standard (M)	Exceeding National Quality Standard (E)
6.3.1	Some information from relevant community and support agencies is sourced.	Links with relevant community and support agencies are established and maintained.	Links with relevant community and support agencies are well established and maintained consistently.
6.3.2	Learning and transitions for children are sometimes supported.	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.	Continuity of learning and transitions for each child are systematically promoted by sharing relevant information, clarifying responsibilities and building collaborative strategies with relevant stakeholders.
6.3.3	There is some access to inclusion and support assistance.	Access to inclusion and support assistance is facilitated.	Inclusion and support assistance is consistently facilitated, ensuring each child is able to participate fully in the program.
6.3.4	The service has some involvement in their local community.	The service builds relationships and engages with their local community.	The service establishes effective relationships and actively engages with their local community.
Write comments on the next page. If significant improvement is required, record this on page 49.			
Standard	National Law (s) and National Regulations (r)		
6.3	N/A		

Quality Area 7: Leadership and service management

Standard 7.1		Effective leadership promotes a positive organisational culture and builds a professional learning community.	
Element	Working Towards National Quality Standard (W)	Meeting National Quality Standard (M)	Exceeding National Quality Standard (E)
7.1.1	The service is working towards ensuring appropriate governance arrangements are in place to manage the service. This does not pose an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service.	Appropriate governance arrangements are in place to manage the service.	Well-established governance arrangements, which are regularly reviewed, contribute to the effective management of the service.
7.1.2	Procedures for the induction of educators, co-ordinators and staff are in place.	The induction of educators, co-ordinators and staff members is comprehensive.	The induction of educators, co-ordinators and staff is comprehensive and contributes to sustained quality relationships and environments that facilitate children's learning and development.
7.1.3	Some efforts are made to maintain continuity of educators and co-ordinators at the service.	Every effort is made to promote continuity of educators and co-ordinators at the service.	Effective processes are in place to consistently achieve continuity of educators and co-ordinators resulting in the establishment and maintenance of secure relationships with children.
7.1.4	Provision is made to ensure a suitably qualified educator or coordinator leads the development of the curriculum.	Provision is made to ensure a suitably qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning.	A suitably qualified and experienced educator or co-ordinator consistently leads the effective development of the curriculum, and ensures the establishment of clear goals and high expectations for teaching and learning.
7.1.5	N/A	Adults working with children and those engaged in management of the service or residing on the premises are fit and proper.	N/A
Write comments on the next page. If significant improvement is required, record this on page 50.			

Quality Area 7: Leadership and service management

Standard	There is a commitment to continuous improvement.		
Element	Working Towards National Quality Standard (W)	Meeting National Quality Standard (M)	Exceeding National Quality Standard (E)
7.2.1	A statement of philosophy is developed and sometimes guides the service's operations.	A statement of philosophy is developed and guides all aspects of the service's operations.	A statement of philosophy is regularly reviewed by educators and staff and is consistently evident in all aspects of the service's operations.
7.2.2	The performance of educators, co-ordinators and staff members is sometimes evaluated.	The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement.	Regular evaluation of the performance of educators, co-ordinators and staff members leads to individual development plans that provide a focus for continuous performance improvement.
7.2.3	Some self-assessment occurs and a quality improvement plan is in place.	An effective self-assessment and quality improvement process is in place.	All educators, co-ordinators, staff members, and where possible, families and children contribute to an effective self-assessment and quality improvement process that promotes ongoing service improvement.
Write comments on the next page. If significant improvement is required, record this on page 50.			
Standard	National Law (s) and National Regulations (r)		
7.2	r31 Condition on service approval—quality improvement plan r55 Quality improvement plans r56 Review and revisions of quality improvement plans General transitional and saving provisions r238 Quality improvement plans		

Quality Area 7: Leadership and service management

Standard 7.3 Administrative systems enable the effective management of a quality service.

Element	Working Towards National Quality Standard (W)	Meeting National Quality Standard (M)	Exceeding National Quality Standard (E)
7.3.1	The service is working towards ensuring records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements. This does not pose an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service.	Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements.	Records and information are regularly reviewed, stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements.
7.3.2	Administrative systems are in place to facilitate service operation.	Administrative systems are established and maintained to ensure the effective operation of the service.	Well-managed administrative systems ensure effective operation of the service and contribute to continuous service improvement.
7.3.3	N/A	The Regulatory Authority is notified of any relevant changes to the operation of the service, of serious incidents and any complaints which allege a breach of legislation.	N/A
7.3.4	Basic processes are in place to investigate and respond to grievances and complaints.	Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner.	Effective practice and consultation processes minimise escalation of grievances and complaints. Any grievances and complaints are actively addressed, investigated fairly, resolved and documented in a timely manner. Action taken by the service contributes to continuous improvement.
7.3.5	Some service practices are based on documented policies and procedures that are available at the service.	Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.	Service practices are based on effectively documented policies and procedures that are readily available at the service and reviewed and evaluated regularly in partnership with educators, co-ordinators, staff members and families.

Write comments on the next page. If significant improvement is required, record this on page 50.

Quality area rating summary table

Quality Area 1

QA1	Educational program and practice		
1.1	An approved learning framework informs the development of a curriculum that enhances each child's learning and development.		
	Element		Met Not met
	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.	
	1.1.2	Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.	
	1.1.3	The program, including routines, is organised in ways that maximise opportunities for each child's learning.	
	1.1.4	The documentation about each child's program and progress is available to families.	
	1.1.5	Every child is supported to participate in the program.	
	1.1.6	Each child's agency is promoted, enabling them to make choices and decisions and influence events and their world.	
		1.1	W M E
1.2	Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.		
	Element		Met Not met
	1.2.1	Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.	
	1.2.2	Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.	
	1.2.3	Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.	
		1.2	W M E
	Was there evidence that the education program being delivered is not based on the developmental needs, interests and experiences of each child and this poses an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service?		Significant Improvement Required (S)
	Quality Area 1 rating		S W M E

Quality Area 2

QA2	Children's health and safety		
2.1	Each child's health is promoted		
	Element	Met	Not met
	2.1.1	Each child's health needs are supported.	
	2.1.2	Each child's comfort is provided for and there are appropriate opportunities to meet each child's need for sleep, rest and relaxation.	
	2.1.3	Effective hygiene practices are promoted and implemented.	
	2.1.4	Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines.	
		2.1	W M E
2.2	Healthy eating and physical activity are embedded in the program for children.		
	Element	Met	Not met
	2.2.1	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.	
	2.2.2	Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.	
		2.2	W M E
2.3	Each child is protected.		
	Element	Met	Not met
	2.3.1	Children are adequately supervised at all times.	
	2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.	
	2.3.3	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.	
	2.3.4	Educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect.	
		2.3	W M E
	<p>Was there evidence that practices and procedures pose an unacceptable risk to the safety, health and wellbeing of any child or children being educated and cared for by the service for any of the areas:</p> <ol style="list-style-type: none"> adequate supervision, or taking every reasonable precaution to protect children from harm and hazards, or health and hygiene, or food handling and food preparation, or safe drinking water and food, or the environment is tobacco, drug and alcohol free, or preventing the spread of infectious disease, or managing children's medical conditions, or administering medications, or managing emergencies, or managing excursions, or collection of children from the service 		Significant Improvement Required (S)
	Quality Area 2 rating		S W M E

Quality Area 3

QA3	Physical environment		
3.1	The design and location of the premises is appropriate for the operation of a service.		
	Element	Met	Not met
3.1.1	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.		
3.1.2	Premises, furniture and equipment are safe, clean and well maintained.		
3.1.3	Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space.		
	3.1	W	M E
3.2	The environment is inclusive, promotes competence, independent exploration and learning through play.		
	Element	Met	Not met
3.2.1	Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.		
3.2.2	Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the program and allow for multiple uses.		
	3.2	W	M E
3.3	The service takes an active role in caring for its environment and contributes to a sustainable future.		
	Element	Met	Not met
3.3.1	Sustainable practices are embedded in service operations.		
3.3.2	Children are supported to become environmentally responsible and show respect for the environment.		
	3.3	W	M E
Was there evidence that there is systematic and ongoing failure to ensure that:			
1. the premises (including outdoor play spaces), furniture or equipment are safe and in good repair, or		Significant Improvement Required (S)	
2. there is sufficient furniture, materials and developmentally appropriate equipment for each child, or			
3. indoor or outdoor space requirements are met			
and this failure poses an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service.			
Quality Area 3 rating		S	W M E

Quality Area 4

QA4	Staffing arrangements		
4.1	Staffing arrangements enhance children's learning and development and ensure their safety and wellbeing.		
	Element	Met	Not met
4.1.1	Educator-to-child ratios and qualification requirements are maintained at all times.		
		4.1	W M E
4.2	Educators, co-ordinators and staff members are respectful and ethical.		
	Element	Met	Not met
4.2.1	Professional standards guide practice, interactions and relationships.		
4.2.2	Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships.		
4.2.3	Interactions convey mutual respect, equity and recognition of each other's strengths and skills.		
		4.2	W M E
Was there evidence that there is:			
1. systematic and ongoing failure to meet staffing arrangements (educator-to-child ratios and qualification requirements), or 2. behaviour, interactions or lack of collaboration between staff members leads to unprofessional practice and this poses an unacceptable risk to the safety, health or wellbeing of any child or children being educated and care for by the service.		Significant Improvement Required (S)	
		Quality Area 4 rating	S W M E

Quality Area 5

QA5		Relationships with children		
5.1	Respectful and equitable relationships are developed and maintained with each child.			
	Element	Met	Not met	
5.1.1	Interactions with each child are warm, responsive and build trusting relationships.			
5.1.2	Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.			
5.1.3	Each child is supported to feel secure, confident and included.			
		5.1	W	M E
5.2	Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.			
	Element	Met	Not met	
5.2.1	Each child is supported to work with, learn from and help others through collaborative learning opportunities.			
5.2.2	Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.			
5.2.3	The dignity and rights of every child are maintained at all times.			
		5.2	W	M E
<p>Was there evidence that relationships with children do not maintain the dignity and rights of every child and:</p> <ol style="list-style-type: none"> there is inappropriate use of discipline (corporal punishment or discipline that is unreasonable in the circumstance), or do not have regard for each child's family, cultural values, age, intellectual or physical development, or there is an absence of positive guidance, or there is an absence of equitable opportunities for children to interact and develop <p>and this poses an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service.</p>			Significant Improvement Required (S)	
		Quality Area 5 rating	S	W M E

Quality Area 6

QA6	Collaborative partnerships with families and communities		
6.1	Respectful supportive relationships with families are developed and maintained.		
	Element		Met Not met
	6.1.1	There is an effective enrolment and orientation process for families.	
	6.1.2	Families have opportunities to be involved in the service and contribute to service decisions.	
	6.1.3	Current information about the service is available to families.	
		6.1	W M E
6.2	Families are supported in their parenting role and their values and beliefs about child rearing are respected.		
	Element		Met Not met
	6.2.1	The expertise of families is recognised and they share in decision making about their child's learning and wellbeing.	
	6.2.2	Current information is available to families about community services and resources to support parenting and family wellbeing.	
		6.2	W M E
6.3	The service collaborates with other organisations and service providers to enhance children's learning and wellbeing.		
	Element		Met Not met
	6.3.1	Links with relevant community and support agencies are established and maintained.	
	6.3.2	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.	
	6.3.3	Access to inclusion and support assistance is facilitated.	
	6.3.4	The service builds relationships and engages with their local community.	
		6.3	W M E
	<p>Was there evidence that the role of parents and families is not respected and supported due to a failure to:</p> <ol style="list-style-type: none"> 1. provide adequate information to families about the child or the service, or 2. ensure that a parent has access to their child, or 3. have adequate enrolment procedures and records (health, needs, abilities) <p>and this poses an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service.</p>		Significant Improvement Required (S)
	Quality Area 6 rating		S W M E

Quality Area 7

QA7	Leadership and service management		
7.1	Effective leadership promotes a positive organisational culture and builds a professional learning community.		
	Element	Met	Not met
7.1.1	Appropriate governance arrangements are in place to manage the service.		
7.1.2	The induction of educators, co-ordinators and staff members is comprehensive.		
7.1.3	Every effort is made to promote continuity of educators and co-ordinators at the service.		
7.1.4	Provision is made to ensure a suitably qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning.		
7.1.5	Adults working with children and those engaged in management of the service or residing on the premises are fit and proper.		
		7.1	W M E
7.2	There is a commitment to continuous improvement.		
	Element	Met	Not met
7.2.1	A statement of philosophy is developed and guides all aspects of the service's operations.		
7.2.2	The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement.		
7.2.3	An effective self-assessment and quality improvement process is in place.		
		7.2	W M E
7.3	Administrative systems enable the effective management of a quality service.		
	Element	Met	Not met
7.3.1	Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements.		
7.3.2	Administrative systems are established and maintained to ensure the effective operation of the service.		
7.3.3	The Regulatory Authority is notified of any relevant changes to the operation of the service, of serious incidents and any complaints which allege a breach of legislation.		
7.3.4	Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner.		
7.3.5	Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.		
		7.3	W M E
Was there evidence that:			
<ol style="list-style-type: none"> there are serious concerns about the fitness and propriety of the approved provider and processes for ensuring that staff, primary nominee and co-ordinators are fit and proper, or the approved provider has breached a condition on the service approval which poses an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service, or 			

<p>3. the Regulatory Authority is not satisfied that the service is being operated in compliance with the <i>National Law</i> and poses an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service, or</p> <p>4. there is systematic and ongoing failure to:</p> <ul style="list-style-type: none"> a. address grievances and complaints, or b. requirements regarding policies and procedures, or c. requirements regarding information and record keeping, or d. notify the Regulatory Authority of relevant changes to the operation of the service, serious incidents and any complaints which allege a breach of the Law <p>and any of a to d (of the above) poses an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service.</p>	<p>Significant Improvement Required (S)</p>
Quality Area 7 rating	S W M E

