As service leaders, it is important to keep abreast of the National Quality Framework requirements. The Guide to the National Quality Framework includes generic and family day care specific information to share with educators.

Answer: True. This symbol makes it easy to recognise information and guidance of particular relevance to family day care.

Each family day care educator must develop their own Quality Improvement Plan (QIP), and display it at their premises.

Answer: False. The approved provider of the family day care service is responsible for developing the QIP and must ensure there is one available at the principal office for family day care services (co-ordination unit), (Regulation 31). In the spirit of continual quality improvement, educators should reflect on programs and practices to enhance quality.

For approved providers:
What are the most challenging and rewarding aspects of operating a family day care education and care service?

For coordinators:
What are the most challenging and rewarding aspects of supporting family day care educators?

For educators:
What are the most challenging and rewarding aspects of delivering a family day care education and care service?

Children being educated and cared for at a family day care residence or venue can be left alone with visitors so long as the visitor log book has been signed and time of arrival entered.

Answer: False. However, keeping a record of when the educator is caring for their own children while also educating and caring for children as part of the service, can assist the approved provider to make sure ratio requirements are met.

Family day care services are not required to appoint an educational leader?

Answer: False. All education and care services, including family day care services, are required to designate, in writing, a suitably qualified and experienced educator, co-ordinator or other individual as educational leader at the service to lead the development and implementation of educational programs in the service. In family day care services, the educational leader is usually a staff member from the co-ordination unit (Regulation 118).
Collaborative partnerships with families and communities
How are the effective collaborative partnerships with families and communities of one educator shared with other educators?

In the past year, how has the co-ordination unit incorporated community involvement into the program and practice?

How have you ventured out into the community or invited community participation into your service?

It is important co-ordinators at your service establish and maintain a partnership with children’s families.

How do the co-ordinators at your service maintain ongoing, two-way communication with families about their children’s placements and progress?

Could the service implement strategies to make co-ordinators more accessible to families; or the co-ordination unit more family friendly?

Thao has two young children attending your family day care service. Recently, Thao has been arriving up to 30 minutes early without explanation, despite you commenting on the early arrival. Despite you commenting on the early arrival. How will you handle this situation?

How do you ensure your service is inclusion ready?

How do you support children, and their families, with additional needs at your service?

What services is the scheme eligible for under the Inclusion Support Programme (https://www.education.gov.au/inclusion-support-programme-isp)?

What are the contact details for the relevant Inclusion Agency?

You are visiting the local library with three of the children enrolled in your service. Someone asks you if they are your children. You respond that you are an educator for an approved family day care service. The person responds by saying that they didn’t know you needed to have approval to do that.

How would you respond in a way that informs the person of the role family day care plays in the community?

What strategies do you have in place to collaborate or network with other educators in your area?

As an educator, you have just received a request from your co-ordinator to have an interview with a family requiring full-time education and care for their child. Abrar (four years) and his family have recently emigrated from the Sudan, and speak very little English. Abrar’s parents will be attending an English as an Additional Language (EAL) program at the local TAFE and need to find a place for Abrar as soon as possible.

How will you prepare for this interview?

What resources will you require?
Quality Area 5

Relationships with children
What are examples of ways that you help children learn to get along with each other?

Do you have particular strategies for mixed-age grouping of children?

Three-year-old Lucas has been attending your family day care service for almost six months. Despite a lengthy orientation process, Lucas continues to experience severe separation anxiety and takes a long time to settle in each morning after his father leaves. He sits behind the door crying and refuses to be held or comforted. Sometimes Lucas gets so upset that he makes himself sick.

What strategies could you use to help Lucas and his family manage his separation anxiety?

How do your current toileting and nappy change facilities support a child’s right to dignity?

How do you ensure your toileting and nappy change procedures respect children’s privacy?

How do you maintain close relationships with children who attended your family day care service throughout their early years, and have since moved onto formal schooling and attend only during the school holidays?

How does your physical environment support and encourage children to have positive interactions?

Siblings, Janet (four years) and Max (twenty months) attend your service two days a week. Janet used to dote on Max by bringing him toys, encouraging him to walk and making sure that he was included in group activities. However, lately Janet seems to be deliberately excluding Max from her play, complaining ‘He’s just a baby! He’ll ruin it!’ You have observed her snatching toys from him, and pushing him or blocking his way. You have mentioned Janet’s recent behaviour to her parents, who are not worried by it – they consider sibling rivalry to be just a ‘normal part of growing up’, and something Janet will grow out of eventually. How would you manage this situation in your service?

What are some strategies that you could use to develop relationships with children under the following circumstances?

• A preschool child, who only attends your service one day a fortnight
• An infant with a hearing impairment
• A non-verbal school age child with autism
• Identical twins who alternate days in care.

Four-month-old twins Bui and Shun have recently been enrolled at your family day care service. Their mother is returning to work part-time and is very nervous about them attending family day care for the first time.

How would you plan this family’s orientation into your service?
Quality Area 4

Staffing arrangements

FDC

Staffing arrangements

FDC

Staffing arrangements

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Staffing arrangements

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Staffing arrangements

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Staffing arrangements

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Staffing arrangements
What arrangements are in place to ensure appropriate support for educators and families when children are in care overnight and on weekends?

A family day care educator may educate and care for more than seven children at any one time if all of the children are siblings in the same family.

Answer: True. Generally the ratio is 1:7, with no more than four children preschool age or under. However, in exceptional circumstances, the approved provider of a family day care service may approve, in writing, an educator to educate and care for more than seven children from the same family at one time (Regulation 124).

A family day care co-ordinator does not need a formal qualification in education and care?

Answer: False. A family day care co-ordinator must have an approved diploma level education and care qualification or higher. A list of approved qualifications is published on the ACECQA website at www.acecqa.gov.au. (Regulation 128).

2018 NQS Element 4.2.2 notes that Professional standards guide practice, interactions and relationships. Which of the following fits within the ECA Code of Ethics?

a) Taking responsibility for articulating professional values, knowledge and practice
b) Basing work on research, theories, content knowledge, practice evidence and understanding of children and families with whom educators work
c) Engaging in a ‘lively culture of professional inquiry,’ critical reflection and ongoing learning that builds knowledge and capacity
d) All of the above.

What is your service’s approach to placing children with individual educators?

How does your service communicate with educators and families when there is a change of co-ordinator(s) at the service?

How does this support the scheme to meet 2018 NQS Element 4.1.1 (Organisation of Educators): The organisation of educators across the service supports children’s learning and development?

What is your service’s procedure to support families in accessing alternative care when you are unavailable to provide education and care for their children at short notice?

Which of the following elements are included in 2018 NQS Standard 4.2: Management, educators and staff are collaborative, respectful and ethical?

(a) Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other’s strengths and skills.
(b) Every effort is made for children to experience continuity of educators at the service.
(c) Professional standards guide practice, interactions and relationships.
What strategies could be implemented to ensure that children in educator’s homes without direct access to outdoor environments—for example, high-rise units—have opportunities to access outdoor environments?
How is this documented?

Ping attends preschool, as well as spending two days a week at your family day care service. At preschool, Ping and his classmates have been learning about sustainable practices; specifically, the benefits that recycling has on our environment. He has become very interested in the subject, and shares the information he has discovered with his family day care friends. Today, Ping became upset when you placed some food wrappers into the bin. He tried to reach into the bin and retrieve the wrappers, exclaiming: ‘You can’t put that in the bin! Rubbish is ruining the Earth!’ How would you respond to Ping’s concerns?

How do you incorporate sustainable practices into your family day care service?
How does your co-ordination unit incorporate sustainable practice?

Quality Area 3 in the 2018 NQS includes concepts for Standards relating to:
(a) Upkeep and fit for purpose
(b) Inclusive environment and environmentally responsible
(c) Design and use
(d) Resources support play based learning.
Note: The other concepts relate to Elements in the two Standards.

How does the service support and encourage you to maintain the upkeep of your home environment ensuring children’s safety and wellbeing?
How often do you conduct a risk assessment of the physical environment?
How is this documented?
How is this used to change or enhance practice?

Walk around and take photos of your family day care physical environment?
Did you identify any barriers to including children who may have a disability?
Are there strategies that could be implemented to enhance accessibility for children and adults who may have a disability?

How do you balance your family members’ need for space and privacy while providing adequate space for the children attending your family day care service?
How do you ensure that the environment offers a rich and diverse range of learning experiences while still maintaining a warm, homely environment for the children?
In your family day care service, how do you communicate with families if there is an outbreak of an infectious illness?

Every family day care residence is required to have at least one of the following:

a) An asthma inhaler  
b) An auto-injector  
c) A working telephone or mobile phone  
d) All of the above  

(Education and Care Services National Regulation 98)

Before transporting children in their vehicle, family day care educators must have their child restraints installed at an authorised restraint fitting station.

**Answer:** False. Child restraints do not have to be checked or fitted at an authorised restraint fitting station. However, family day care educators and co-ordinators must ensure that every reasonable precaution is taken to protect children in their care from harm and any hazard likely to cause injury. This means educators need to know and follow the laws on safely transporting children in their cars. For further information, visit: [www.childcarseats.com.au/](http://www.childcarseats.com.au/)

As a family day care co-ordinator, what safety precautions would you be required to recommend educators take in the following circumstances?

- The educator has two indoor pet cats
- The educator has an above-ground swimming pool
- The educator’s premises will be undergoing renovations, which may impact on the children’s ability to access the backyard
- An educator’s fence collapses during a thunderstorm.

You have a technician visiting your family day care premise to repair your dishwasher. The children are attentively watching the repairs take place, and you are closely supervising the interest. The technician has been present for over two hours, and you desperately need to use the bathroom.

**What do you do in this situation?**

**What are your legal obligations?**

(Education and Care Services National Regulation 166)

Before administering medication an educator in a family day care service must send a photograph of the original medicine container, complete with expiry date, original label and dosage to their co-ordinator, for them to also witness the medication?

**Answer:** False. In the case of a family day care service, or a service that is permitted to have only one educator, a second person is not required to check the dosage or witness the administration of medication. (Education and Care services Regulation 95).

The approved provider of a family day care service must conduct an assessment (including a risk assessment) of each family day care residence before education and care is provided to children at the residence, and then:

a) Every three months  
b) Every six months  
c) At least yearly  
d) At least bi-yearly  

(Education and Care Services National Regulation 116)

How do you explain and model the importance of sun safety to the children in your service?
How do you encourage children who attend your family day care service on a casual or irregular basis to develop a sense of belonging within the setting?

How are these children’s interests and needs reflected in your program and practice?

What approved learning framework or frameworks will you need to implement if all the children you are educating and caring for are under school age?

(a) Belonging, Being, Becoming: Early Years Learning Framework for Australia
(b) My Time, Our Place, Framework for School Age Care in Australia
(c) Both of the above
(d) None of the above.

Note: Victorian services may also implement the Victorian Early Years Learning and Development Framework.

James is ten years old, and will be attending your family day care service full time over the next two weeks. He will be the only school age child present, with the other children enrolled ranging in age from ten months to three years. James has an interest in Lego and has asked if he can bring his Lego from home to build with during the day. You currently use only low furniture, which is accessible by the younger children. You are unable to separate James’ Lego into a different area without compromising supervision requirements.

How will you accommodate James’ interest whilst maintaining a safe and stimulating environment for the younger children?

The Guide to the National Quality Framework details how programs should be documented and sets targets for information to be collected and recorded by family day care educators.

Answer: False. The Guide provides useful guidance and examples of what assessors might want to sight. For example, documentation that:
• supports the development of programs in a variety of ways based on age of children, pattern of attendance and the grouping(s) of children.

How do you incorporate everyday family day care routines and activities (such as meal preparation or washing the children’s dishes) into meaningful learning experiences for children?

How might these be improved on?

How do educators with young children of their own ensure that they respond to their own children and to the children in their education and care service in a fair and consistent way?

What could be some of the challenges or benefits of this situation?

Abdel (four years) and his younger brother Farez (two years) are new to your family day care service. They attend one day a week and have settled in well. Abdel and Farez like to engage in rough-and-tumble play; ‘rough-housing’ one another and playfully tackling each other to the floor. Their mother does not seem worried and says that she allows them to engage in the behaviour at home.

What are your thoughts on rough and tumble play in an education and care service? What would you do if children displayed these behaviours in your service?
ACECQA has developed factsheets to support services to understand the regulations. What are some of the topics covered in the factsheets?

**Answer:**
- FDC notifications (For example, serious incidents, abuse)
- FDC venue approval in exceptional circumstances (Reg. 116)
- The FDC register (Reg. 153)
- FDC educator minimum requirements (Reg. 143A and B)
- Record keeping
- Co-ordinator ratio and support role

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**Discussion Point**

The revised NQF includes changes to notifications requirements for FDC educators. Are the following new changes to regulations?

- FDC educators to notify their approved provider of any renovations or other changes to the FDC residence or approved venue that create a serious risk to the health, safety and wellbeing of children attending, or likely to attend, the residence or venue. (Reg. 176A)
- FDC educators notify their approved provider of any new person over 18 years of age residing, or intending to reside at the FDC residence. (Reg. 164(2)(a))

**Answer:** True.