



Date of Decision: 25 February 2019

File number: STR0038

PANEL MEMBERS:

[REDACTED]
[REDACTED]
[REDACTED]

APPLICANT:

[REDACTED]
[REDACTED]
[REDACTED]

REGULATORY AUTHORITY: Western Australia Department of Communities

Decision

The Ratings Review Panel (the Panel) by consensus decided to amend

- Standard 1.1, exceeding themes 1 and 3 from 'no' to 'yes'.
- Standard 1.2, exceeding theme 3 from 'no' to 'yes'.
- Standard 1.3, exceeding theme 3 from 'no' to 'yes'
- Standard 6.1, exceeding theme 1 from 'yes' to 'no'.

No amendments to the ratings for Standards 1.1, 1.2, 1.3 or 6.1 resulted from these changes.

The Panel, by consensus, decided to confirm the ratings for all other Standards under review, with no additional Exceeding themes found to be present.

The overall rating for the service was confirmed as 'Meeting NQS'.



Issues under review

1. The approved provider (the provider) sought a review on the grounds that the regulatory authority in making its determination, did not appropriately apply the prescribed processes for determining a rating level (section 144(3)(b) *Education and Care Services National Law* (National Law)).
2. The approved provider sought a review of:
 - Quality Area 1
 - Standards 1.1, 1.2 and 1.3
 - Quality Area 2
 - Standards 2.1 and 2.2
 - Quality Area 3
 - Standards 3.1 and 3.2
 - Quality Area 4
 - Standards 4.1 and 4.2
 - Quality Area 6
 - Standards 6.1 and 6.2
 - Quality Area 7
 - Standards 7.1 and 7.2
3. After the initial assessment, the service was rated as 'Meeting NQS' and was awarded the following ratings for each quality area and standard:
 - Quality Area 1 (Meeting NQS in all standards, no exceeding themes demonstrated)
 - Quality Area 2 (Meeting NQS in all standards, no exceeding themes demonstrated)
 - Quality Area 3 (Meeting NQS in all standards, no exceeding themes demonstrated)
 - Quality Area 4 (Meeting NQS in all standards, no exceeding themes demonstrated)
 - Quality Area 5 (Meeting NQS in all standards, no exceeding themes demonstrated)
 - Quality Area 6 (Meeting NQS in all standards, theme 1 demonstrated for standard 6.1)
 - Quality Area 7 (Meeting NQS in all standards, no exceeding themes demonstrated)



4. The approved provider applied for first tier review on the basis that they believed they should have received a rating of 'Exceeding NQS' in Quality Areas 1, 2, 3, 4, 6 & 7.

Regulatory authority's view

5. At first tier review, the regulatory authority confirmed the all ratings awarded at assessment and rating at each standard level, including exceeding themes, and the overall rating for the service as 'Meeting NQS'.

Applicant's view

6. The approved provider applied for second tier review on the grounds set out in Section 144 of the Education and Care Services National Law – that the regulatory authority did not appropriately apply the prescribed processes for determining a rating level.
7. A framing point in the Approved Provider's application relates to the methodology used by the Western Australian Regulatory Authority to assess and evidence the three exceeding themes at the standard level. The approved provider claims that the approach of the Western Australian regulatory authority has put [REDACTED] at a disadvantage in terms of achieving the rating of 'Exceeding NQS' for their service.
8. In their applications for both first and second tier review, the approved provider submitted that they had found there to be inconsistencies in the ratings awarded to other services that they operated across jurisdictions. In items 52 and 61, letters accompanying their first and second tier review applications, they state:

*We have reviewed Assessment and Rating Final reports for our [REDACTED] services that have received a rating of **Exceeding** the NQS in 2018 and have closely compared these reports with [REDACTED] Draft report, it has highlighted and demonstrated as a National Approved Provider that the comments in each Standard from the Draft report from [REDACTED] [REDACTED] are in line with the services rated and assessed as Exceeding the NQS. [REDACTED] provided a comprehensive sample of 9 services that had been rated and assessed in 2018 from [REDACTED] services from NSW, VIC and WA that clearly show inconsistencies.*

9. In the final ratings report the regulatory authority explains that for each standard:

two or more indicators for a theme must be demonstrated to achieve an Exceeding rating. All three themes are required to be demonstrated in this way



for the standard to be rated as exceeding overall.

10. Correspondence between ACECQA and the Western Australian regulatory authority confirmed that “indicators” are those which sit under each theme in the Guide to the NQS.

Evidence before the panel

11. The Panel considered all the evidence submitted by the provider and the regulatory authority. This included:
 - the application for second tier review and attachments
 - the Assessment and Rating Instruments and the final Assessment and Rating Report
 - the service’s feedback to the draft report
 - the application for first tier review and attachments
 - the regulatory authority’s findings at first tier review
 - the regulatory authority’s submission to second tier review
 - the provider’s response to the regulatory authority’s submissions.
12. The Panel was also provided with advice from ACECQA on the standards under review and the evidence informing prior decisions.

The law

13. Section 151 of the National Law states that following a review, the Ratings Review Panel may:
 - (a) confirm the rating levels determined by the Regulatory Authority; or
 - (b) amend the rating levels.

The facts

14. [REDACTED] is a centre-based service with [REDACTED]
[REDACTED] The service is based in [REDACTED]
15. The assessment and rating visit took place on [REDACTED]
16. The provider received the draft report on 23 August 2018 and provided feedback to the draft report on 5 September 2018. The final report was sent to the provider on 29 October 2018.



17. The provider applied for first tier review on 11 November 2018. The regulatory authority made a decision on the review on 12 December 2018. The provider received the decision, postage mark 18 December 2018. No evidence is available to show electronic notification of outcome. The service was closed from 21 December 2018 to 3 January 2019, and the regulatory authority's decision was delivered by Australia Post during this period.
18. The provider submitted a complete application for second tier review on 4 January 2019.
19. Section 145(1) of the Education and Care Services National Law requires an application for second tier review to be made within 14 days of receipt of the decision made by the regulatory authority on a first tier review of ratings.
20. ACECQA accepted the application made by [REDACTED] on the basis of 14 days following the commencement of the service's shut down period on 22 December.

Review of rating levels

21. The Panel considered each Quality Area and element under review.
22. Prior to commencing, the panel discussed the approved provider's claims that as a provider operating across jurisdictions, they had experienced inconsistency in the process and final ratings awarded across jurisdictions.
23. The panel noted the provider's concerns and confirmed that the panel's role is to solely look at the evidence before it in relation to [REDACTED] and to determine the rating levels for this service, and that there would be no comment or consideration of the ratings of other services. The Panel also agreed that the National Quality Standard is to be applied to each individual service, and practice and procedures are to be assessed according to the unique context of each service.

Quality Area 1

Standard 1.1

24. Standard 1.1 is
The educational program enhances each child's learning and development.

Assessment and rating



Regulatory Authority's View

25. In the draft report for this standard, all elements were rated as met, and no exceeding themes were found to be present. The authorised officer commented that:

A review of the program documentation such as observations, program evaluations and journal reflections identified that curriculum decision-making was based on the learning outcomes, principles and practices of the Early Years Learning Framework (EYLF) and the framework for School Aged Care, My Time Our Place (MTO). The Nominated Supervisor advised that as the service is an out of school hours care service, the children are of kindy, pre-primary and school age. The service feels that accessing both learning frameworks is beneficial to the children's learning and development. This was evident during the visit, when the children were observed displaying behaviours and engaging in activities consistent with the learning outcomes as described in the EYLF and MTO frameworks. For example, a group of children were exploring ideas and using their imagination when they were building using the Lego. In another instance, a child was exploring aspects of identity through role-play when he was wearing costumes from the dress-up box.

The service gathers information about the children's interests, initially through the online enrolment process. This information includes details about the children's culture, health, family and additional needs. Informal discussions with families are also held during the induction process. Children are involved in contributing to the daily reflection journal, where ideas, requests and suggestions are shared, such as "jewellery making" "making scones" and "paper cup animals". These were then included in future planning. Educators integrate children's emerging ideas to support their participation in the program. During a mat session, a child suggested they add an 'Officer of the Day to their leadership program, explaining that they could remind others to use their manners and be kind to each other. This leadership role was added to the program.

The program including routines maximised opportunities for children's learning. Children are provided with leadership roles such as Educators' Assistant, Art Manager, Toy Supervisor, Afternoon Tea Assistants and Homework and Sports Monitors. In discussions during a mat session, children and educators identified a safety risk when bags were being left on the floor and causing a trip hazard. A Bag Monitor was added to the leadership roles to support children to manage this issue daily. A 'Buddy System' has been



implemented where new or younger children are partnered with a child at the service to support and guide them through routines. This was observed at the visit when a child was encouraged to sit with the group so that he could participate in the sharing session.

Approved Provider's View

26. In their feedback, the approved provider submitted that in relation to standard 1.1, exceeding theme 1 they demonstrated the following indicators from the guide to the NQF:

- All educators work collaboratively with the educational leader to consistently develop and implement a purposeful and responsive educational program that reflects and builds on the knowledge, strengths, ideas, culture, abilities and interests of each child
- All educators work collaboratively with the educational leader to consistently make curriculum decisions, including the organisation of daily routines, that maximise learning and development outcomes for every child in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators

27. In support of this, the approved provider made the following statement:

Educators have a robust understanding of the standard, concepts and elements by demonstrating through daily embedded practices. Educators respond to each child both individually and as groups to continue to build on each child's interests and enhances their learning in the following ways;

- *Child lead/planned activities with educators*
- *Child leadership roles designed and implemented by the children*
- *Child reflection journal*
- *Mat session conversations*
- *Orientation of a new child and embedded Buddy system*
- *Regular meetings both formal and informal with all educators to consistently discuss and develop purposeful and meaningful programs that supports each child's interests, needs and ideas from daily mat session discussions to further reflect upon and implement in the educational program and practice.*



As demonstrated in the Exceeding Guidance for Standard 1.1 Educators are confidently able to make curriculum decisions to support children's learning and development to enhance learning and development for each child as indicated in the Draft Report " This was evident during the visit, when the children were observed displaying behaviours and engaging in activities.

28. In relation to exceeding theme 2 the approved provider stated that they demonstrated the following indicators:
- All educators, the educational leader and co-ordinators regularly reflect on the evolving knowledge, strengths, ideas, cultures, abilities and interests of children at the service, and how these inform the educational program
 - All educators, the educational leader and co-ordinators regularly reflect on implementation of changes to the program to enhance children's learning and development outcomes, including through the organisation of daily routines
 - All educators, the educational leader and co-ordinators regularly reflect on the theoretical and philosophical influences on their curriculum decisions, including the theoretical perspectives identified in the approved learning framework/s
29. In support of this, the approved provider has provided the following statement:
- *The above practices are used by all educators collaboratively to make informed decisions together about each child to critically reflect to enhance and extend each child in the assessment and planning with the approved frameworks EYLF and My Time our Place. Educators gather information about children's strengths, cultures, and abilities through mat sessions, initial enrolment, family orientation, daily observations of individual children, daily conversations with children including group observations, child requested activities and children's voice as part of the children's daily reflection journal. This information is use in practice in both planned and spontaneous critical reflection on both groups and individual children's learning and development and is part of an ongoing 3 tier reflection process that supports the services philosophy.*
 - *As reflected in the Draft Report that demonstrates Exceeding Guidance in Standard 1.1 guide " The program including routines maximised opportunities for children's learning" **In discussions during a mat***



session, children and educators identified a safety risk when bags were being left on the floor and causing a trip hazard. A Bag Monitor was added to the leadership roles to support children to manage this issue daily. By children and educators holding robust conversations together this forms the embedded critical reflection of the practices that provides implementation of changes to the program to enhance children learning and development outcomes through daily routines.

30. In their feedback, the approved provider submitted that in relation to standard 1.1, exceeding theme 3 they demonstrated the following indicators:

- The service's approach to curriculum decision-making reflects a strong commitment to meaningful, regular engagement with families and the community to promote strong connections between each child's various learning environments.
- All educators consistently and meaningfully engage with children's families and/or the community to draw on family and/or community understanding of each child's knowledge, strengths, ideas, culture, abilities, interests and learning and development in order to develop a child-centred educational program, for example Aboriginal and Torres Strait Islander children's ways of knowing and being.

31. In support of this, the approved provider made the following statement:

- **██████████** *commitment to demonstrating strong meaningful and regular engagement with families and the community is evident through the documentation, relationships and the learning environment.*
- *Evidence of meaningful engagement with families and community is formed as part of the general service operations, programming cycle and reflection journal and ongoing assessment of planning and service QIP. Feedback and responses from families and the community are formed part of the programming including celebrating families cultures, religious preferences, and family traditions celebrated in both the school community and their communities.*

Decision

32. Standard 1.1 was rated as 'Meeting NQS', with no exceeding themes demonstrated.



First Tier Review

Approved Provider's View

33. The approved provider submitted that their service should be rated as 'exceeding NQS' in this standard.
34. In support of their submission, the approved provider re-submitted their draft report feedback, with some additional photographic evidence.

Regulatory Authority's View

35. Regarding Exceeding theme 1, the regulatory authority stated:
*It is acknowledged that two photos were added to the template that show 'Child planned activities inclusive of all children'. However, most of the information on the template submitted with the application for 1st tier review was identical to the information submitted as provider feedback in response to the draft report. The information provided consists of statements with no evidence to substantiate these statements/claims. Evidence of specific examples of practice to demonstrate how **all** educators work collaboratively with the educational leader regarding the curriculum and development outcomes for children has not been provided.*
36. Regarding Exceeding theme 2, the regulatory authority stated:
It is acknowledged that the service has in place an 'ongoing 3 tier reflection process'. It is also acknowledged that two photos were added to the template that shows the planning cycle at [REDACTED]. However, most of the information on the template submitted with the application for 1st tier review was identical to the information submitted as provider feedback in response to the draft report. The information provided consists of statements with no evidence to substantiate these statements/claims. There was no evidence of how the educators implement the planning cycle. No evidence or examples were provided that shows how the educators practice is informed by critical reflection. The exceeding indicators for this theme as outlined above have not been addressed in full (as indicated in the response to the provider feedback) or in any depth which is required at an exceeding level. For example; there is no evidence of how theorists influence the educators practice in relation to critical reflection.
37. Regarding Exceeding theme 3, the regulatory authority stated:
The information on the template submitted with the application for 1st tier review was identical to the information submitted as provider feedback in



*response to the draft report. The information provided consists of statements with no evidence to substantiate these statements/claims. For example, evidence of specific examples of practice to demonstrate how **all** educators **consistently and meaningfully engage with children's families and/or the community** in relation to the above indicators has not been demonstrated.*

38. The regulatory authority made the following overarching comments:
In making this decision we have considered the evidence in the Authorised Officer's instrument that was gathered at the time of the visit, the draft report, provider feedback received in response to the draft report, the final report and the additional information received that accompanied the application for 1st Tier review. The 1st Tier review application is comprised of statements of claims in relation to the exceeding indicators, references to what has been provided in the original provider feedback and some additional documentation.

Decision

39. The rating for standard 1.1 remained as 'Meeting NQS' with no exceeding themes demonstrated.

Second Tier Review

Approved Provider's submission

40. In their application for second tier review, the approved provider has re-submitted their submission for first tier review for the panel's consideration.

Panel's Consideration

41. Regarding exceeding theme 1:
- The panel made the general comment that a lot of practice observed by the authorised officer appears to demonstrate this exceeding theme. Observed practices included a responsive and purposeful educational program that builds on the knowledge, strengths and ideas of each child. It was also observed that the program includes routines that maximise each child's learning.
 - It was agreed that the provider's claims that their practices were embedded across the service were strong, and that, on balance, the authorised officer's recorded observations align with the exceeding guidance in the Guide to the NQF.
 - The panel noted that the educators' voices were not well reflected in the evidence.



42. Regarding exceeding theme 2:

- The panel made the general comment that the authorised officer's notes capture general practices, but did not clearly evidence that practice was critically reflected on at the level expected for Exceeding NQS. There was limited evidence of what informs the service's approach to curriculum decision making, whether there was a review process or how the service identified and implemented areas for improvement.
- The panel discussed the example of the work the service was doing to give children the opportunity to take on leadership roles in the service as an example of this. There was strong practice here, but limited evidence of how this was developed and critically reflected upon to inform practice.
- The panel agreed that there was not enough evidence to find this theme present. The panel commented that this was partly because it didn't see strong evidence of educators critically reflecting as a group, and that intentionality was not clearly evident. The panel made the general comment that they were only able to make a decision based on the evidence in front of them.

43. Regarding exceeding theme 3,

- The panel considered there was considerable evidence of the Approved Provider seeking out children's voices, and that this is clearly recorded in the authorised officer's observations. The service appears to actively and meaningfully seek out the voices, priorities, strengths and interests of children and families in its approach to curriculum decision making.
- The panel made the comment that engagement with the broader community is not clearly evident for this theme, but noted that the Exceeding theme requires engagement with families and/or community.

Decision

44. The panel agreed that exceeding themes 1 & 3 were demonstrated in the evidence provided to the panel, and confirmed the regulatory authority's



finding that exceeding theme 2 was not demonstrated.

45. The panel confirmed the rating for standard 1.1 as 'Meeting NQS'.

Standard 1.2

46. Standard 1.2 is:
Educators facilitate and extend each child's learning and development.

Assessment and rating

Regulatory Authority's View

47. In the draft report for this standard, all elements were rated as met, and no exceeding themes were found to be present. The authorised officer stated:
Educators were deliberate, purposeful and thoughtful in their decisions and actions and provide intentional support to children's play and experiences. An educator was observed playing the guitar for the group and demonstrating how to play a chord. The educator said, "Put this finger here and that one there and strum. That's an A minor!"

Educators collaborated with the children to further develop their knowledge and skills in regards to numerous topics. An educator was observed in a session teaching the children key words in sign language such as "welcome" and "thank you". The children were encouraged to mimic her actions to the words and this was then extended into a song.

Educators responded to children's ideas and extended their learning through open-ended questions and feedback. A review of educator's reflections documented a discussion relating to sustainable practices when an educator asked the children for suggestions and ideas on what they could do with their food scraps. When a child suggested they could place them in her classroom's compost bin, the educator responded by having a discussion with the teacher and asking permission to access the compost bin twice a week with the children. The child's idea was further scaffolded when educators and children met to discuss and create the role of 'Afternoon Tea Assistant' to ensure food scraps are collected for the compost bin. Educators respond to children's learning dispositions by providing encouragement and additional ideas. A group of children were observed 'constructing' with the recycled materials when an educator commented, "Wow! That's great! Shall we get some more resources?". The educator supplied the children with wool, pipe cleaners and pom poms to further extend and support their learning.



Each child's agency is considered and children actively participate in decisions that affect them. Children were observed setting up the indoor environment at the beginning of the afternoon session, choosing resources and equipment such as board games, Lego and art and craft supplies. Children were encouraged and supported to make choices and decisions. At afternoon tea, children were asked whether they wished to eat or continue to play. Several children chose to eat, whilst others chose to continue with their play.

Approved Provider's View

48. In their feedback, the approved provider submitted that in relation to standard 1.2, exceeding theme 1 they demonstrated the following indicators, that all educators:

- Are consistently deliberate, purposeful and thoughtful in all of their decisions and actions that impact on children's learning and development
- Consistently and respectfully respond to each child's ideas and play to facilitate and extend each child's participation, learning and development
- Consistently take every opportunity to extend each child's learning through open-ended questions, interactions, feedback and the provision of resources

49. In support of this, the approved provider has made the following commentary:

- *Indicated in the Draft Report "Educators were deliberate, purposeful and thoughtful in their decisions and actions and provide intentional support to children's play and experiences" this demonstrates educators deep understanding of the standard, embedded practices through a commitment to high quality practices through the daily embedded practices, routines and implementation of the program. Educators consistently support each child's individual learning and development as part of the ongoing enrichment program as observed "Educators were deliberate, purposeful and thoughtful in their decisions and actions and provide intentional support to children's play and experiences"*
- *Further to this enrichment program children's learning is maximised with the further scaffolding when educators met to discuss and create a*



leadership role for sustainability leader after a discussion relating to sustainable practices as demonstrated in the services reflection documentation. This embedded practice of children and educators reflecting on daily practices support the services broader vision for exceeding the standards.

50. In their feedback, the approved provider submitted that in relation to standard 1.2, exceeding theme 2 they demonstrated the following indicators:

- All educators and the educational leader regularly reflect, individually and with each other on their educational practice approach to facilitating and extending children's learning and development
- All educators and the educational leader regularly reflect, individually and with each other on alternate practice approaches to facilitating and extending children's learning and development
- All educators and the educational leader regularly reflect, individually and with each other on implementation of changes to strengthen their practice over time

51. In support of this, the approved provider has made the following statement:

- *Educators consider children's ideas and interests and planned responses that would best extend children's learning. To further promote children's agency, children planned, led and documented opportunities for the children to contribute to the program and activities. Educators reflect on individual children's experiences to ensure each child's learning and development is further extended upon.*
- *Children have a sense of autonomy through critically reflecting upon their own learning environment. Children are consistently asked for input and feedback about the program, which promotes children's agency, autonomy and sense of identity as indicated in the Draft Report "Children were observed setting up the indoor environment at the beginning of the afternoon session, choosing resources and equipment such as board games, Lego and art and craft supplies".*

52. In their feedback, the approved provider submitted that in relation to standard 1.2, exceeding theme 3 they demonstrated the following indicators:

- All educators consistently and meaningfully engage with children's families and/or the community to draw on family and/or community



understanding of each child's knowledge, strengths, ideas, culture, abilities, interests and learning and development in order to facilitate and extend children's learning and development

- All educators actively seek out the voices, perspectives, and views of children throughout the day, and draw on this input to facilitate and extend children's learning and development

53. In support of this, the approved provider has made the following commentary:

- *Parents are continuously informed of their child's participation and involvement in the program through various methods including individual child observations that are emailed to the families and in turn provided information to contribute to their child's learning by meaningful contributions to the suggestions jars, parent surveys, parent displays, parent information evenings, reflection journal documentation and verbal discussions.*

Decision

54. Standard 1.2 was rated as 'Meeting NQS', with no exceeding themes demonstrated.

First Tier Review

Approved Provider's View

55. The approved provider submitted that their service should be rated as 'exceeding NQS' in this standard.
56. In support of their submission, the approved provider re-submitted the commentary provided as feedback to the draft assessment and ratings report.

Regulatory Authority's View

57. Regarding exceeding theme 1, the regulatory authority stated:
*The information on the template submitted with the application for 1st tier review was identical to the information submitted as provider feedback in response to the draft report. The information provided consists of statements with no evidence to substantiate these statements/claims. The information also includes references to the draft report and the meeting indicator. The information provided does not show that practice is embedded in service operations. It does not clearly demonstrate how **all** educators contribute to*



and ensure that practice for this standard is embedded in service operations.

58. Regarding exceeding theme 2, the regulatory authority stated:
The information on the template submitted with the application for 1st tier review was identical to the information submitted as provider feedback in response to the draft report. The information provided consists of statements with no evidence to substantiate these statements/claims. The feedback refers to children's agency, a sense of autonomy and a sense of identity. As stated in the response to the provider feedback, 'The evidence statements provided appear to focus more on the children's practices and do not suitably demonstrate how the exceeding indicators are being met, and are not supported by tangible evidence of critical reflection'. It is clear from the information provided that the above chosen indicators have not been demonstrated.
59. Regarding exceeding theme 3, the regulatory authority stated:
The response to the provider feedback indicated that one indicator for this theme has been met as it was evident that all educators actively seek out the voices, perspectives and views of children. However, the information on the template submitted with the application for 1st tier review was identical to the information submitted as provider feedback in response to the draft report. As stated in the response to the provider feedback, 'emailing child observations to families and opportunities for parents to contribute to their child's learning using suggestion jars, surveys, reflection journal, parent evenings and verbal discussions' is considered meeting practice'. No additional information has been provided to demonstrate that all educators consistently and meaningfully engage with the children's families and/or the community to extend children's learning and development.
60. The regulatory authority made the following overarching comments:
In making this decision we have considered the evidence in the Authorised Officer's instrument that was gathered at the time of the visit, the draft report, provider feedback received in response to the draft report, the final report and the additional information received that accompanied the application for 1st Tier review. The 1st Tier review application is comprised of statements of claims in relation to the exceeding indicators, references to what has been provided in the original provider feedback and some additional documentation.

Decision

61. The rating for Standard 1.2 remained at 'Meeting NQS' with no exceeding themes demonstrated.



Second Tier Review

Approved Provider's submission

62. In their application for second tier review, the approved provider re-submitted their submission for first tier review for the panel's consideration.

Panel's Consideration

63. Regarding exceeding theme 1:
- The panel made a general comment that the Approved Provider's statement in relation to this theme was very broad and over-arching, and that there was not sufficient evidence in the authorised officer's notes or provided by the provider to match the claims.
 - The panel discussed the service's approach to the approved learning frameworks. The panel noted that while the provider made a statement that they linked both frameworks together to support the education and care of children of both preschool and school age children attending the service, it was not clear how this approach was embedded in practice.
 - The panel did note some strong examples of educators responding to children's ideas, but agreed that examples were "one-off" examples of strong practice and not consistently and systematically embedded in service operations.
64. Regarding exceeding theme 2:
- The panel noted that as with Standard 1.1, a lot of evidence was provided around what the educators do, but limited evidence of how they critically reflect or consider alternatives to inform their practice approach.
 - The panel agreed that there were some evaluations and reflections happening, but could not see evidence of the systematic approach required to demonstrate this theme. The panel noted that the guide to the NQF referenced broader considerations such as social justice and equity and a collaborative approach to reflection and driving change, and agreed that this was not clearly in evidence for this service.
 - It was again noted that intentionality by educators was not in evidence and that educator voices were not clearly present in the evidence. It was unclear how educators are connected and how they contribute to critical reflection that informs practice.



65. Regarding exceeding theme 3:

- The panel agreed that there was evidence captured by the authorised officer of clear, meaningful engagement with children and families. It was agreed that the service actively seeks out children's voices perspectives and views, and draws on this input to facilitate and extend learning.
- The panel noted this theme would be strengthened by broader community engagement.

Decision

66. The panel agreed that exceeding theme 3 was demonstrated in the evidence provided to the panel. The panel confirmed the regulatory authority's decision that exceeding themes 1 & 2 were not present.
67. The panel confirmed the rating for Standard 1.2 as 'Meeting NQS'.

Standard 1.3

68. Standard 1.3 is that:

Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.

Assessment and rating

Regulatory Authority's View

69. In the draft report for this standard, all elements were rated as met, and no exceeding themes were found to be present. The authorised officer stated that:

Educators commence a cycle of planning by recording individual observations and reviewing the children's reflection journal. Educators analyse the learning, plan an activity/experience through the program, reflect on the child's learning and plan strategies for further development. Documentation was sighted of a child observed creating jewellery with the group and helping her peers, stating, "While she's doing her work, she is willingly helping others, especially the younger ones". The analysis of learning identifies the child's "creativity and initiative to help others" and is linked to Learning Outcome 1: Children have a strong sense of identity. Educators supported the child's learning by giving her to the opportunity to plan and facilitate an art and craft experience with the



group on her own. This was extended when the child was supported to facilitate a cooking experience with her peers in future planning. Similar cycles of planning, supporting children's learning were sighted during a review of the documentation.

Critical reflection of children's learning and development occurs in the analysis of observations and program activities. An observation of a child's developing competence with following directions and completing tasks was reflected on and the relevant learning outcomes were analysed. In addition to this, educator's complete entries in the "blue diary", which is a reflective journal. These include a review of practices, physical environments, program activities, learning outcomes, parent involvement, goals and expectations, improvements and highlights. A review of documentation highlighted a discussion with the children relating to goals and expectations, specifically, "how we treat others and can be kind to others". Educators and children reflected on how they can develop strategies for positive self-regulation. A "Caught Being Good" board was developed where children and educators recognise each other's positive behaviours and acts of kindness. Regular 'network meetings' among team members are held where educators discuss issues such as program activities, routines and practices.

Families are informed of their child's learning and development through conversations at drop-off and pick-up. An educator was observed informing a parent about her child's creation with the recycled materials, describing the materials she used, saying, "She was doing it for a very long time. It's fantastic!". Developmental observations are emailed to families and feedback is provided. In recent feedback of the program, a parent wrote, "I am amazed how she has developed socially in your care....thanks for your individual help with ___ when she has felt a bit insecure in the beginning." The daily children's reflection journal informs parents of activities and documents children's feedback, ideas and suggestions. Fortnightly newsletters are written informing families of children's learning and program activities, such as craft experiences, science projects and physical activities. Program activities are also highlighted on the services social media pages.

Approved Provider's View

70. In their feedback, the approved provider submitted that in relation to standard 1.3, exceeding theme 2 they demonstrated the following indicators:



- All educators, the educational leader and co-ordinators regularly reflect, individually and with each other on their approach to assessment and planning to consider whether it supports the best outcomes for children and families.
- All educators, the educational leader and co-ordinators regularly reflect, individually and with each other on engagement with families and whether communication of the education program and children's participation, learning and development is accessible and understandable
- All educators, the educational leader and co-ordinators regularly reflect, individually and with each other on theoretical and philosophical influences on their assessment and planning, including the theoretical perspectives identified in the approved learning framework/s
- All educators, the educational leader and co-ordinators regularly reflect, individually and with each other on how they draw on theoretical and philosophical influences and how they have influenced practice over time.

71. In support of this, the approved provider has made the following statement:

- *As Educator's [sic] we are always striving to provide opportunities for children that will contribute to their growth as individuals and as a collaborative group. The Educational Leader's personal philosophy and theorist perspectives and that of the educators in the program reflects in the embedded routines, critical reflection and are used in the critical reflection of EYLF and My Time Our Place .*
- *As Educators we analysis children's learning together as group through daily private discussions before and after each session, as well as through written observations, written daily evaluations and written in our educators critical reflection journal (blue diary)*

72. In their feedback, the approved provider submitted that in relation to standard 1.3, exceeding theme 3 they demonstrated the following indicators:

- All educators consistently support children to participate in assessing and planning their own learning and development.
- All educators, the educational leader and co-ordinators consistently engage with families and the community to ensure that children's learning and development outside of the service is incorporated into the assessment and planning cycle



- All educators, the educational leader and co-ordinators consistently engage with families about their child's progress in ways that are tailored to individual families' circumstances and ways of connecting, for example engaging with families using respectful and culturally safe practices.

73. In support of this, the approved provider has made the following statement:

- *A robust embedded 3 tier critical reflection process which includes: Daily Reflection, Group/Staff Critical Reflection Journal, Verbal communication (i.e. discussion and debriefs) before and after each session and a personal critical reflection journal given to each Educator by the Educational Leader. This reflection informs our routine and modifications to our routine, strategies/phrases/ techniques that help individual children, individual children's triggers and general observation and suggestions for improvement.*
- *Many of our curriculum decisions about the program, including set routines, incursions and excursions, and activities requiring group participation respond to children's different learning needs, and are planned with care and forethought. Within this staff critical reflection journal Educators share information/notes they have learned during professional development workshops, a recap of staff meeting decisions, personal observations in regards to educational practices and any insights achieved throughout the work day. This provides a forum for all educators to communicate, critically reflect and learn as a group on a regular basis. Educators do an evaluation at the end of each session as part of the Programing cycle.*
- *The [below] examples demonstrate that of Exceeding themes through consistently engaging with families and the community to ensure the children's learning and development to support the assessment and planning cycle:*
 - *OSHC Newsletter*
 - *Daily Reflection on display in Parent area*
 - *Every morning/evening communication with the school teachers, school liaison officers, Leadership teachers and School Principal*
 - *Observations sent to families and families communicate back to the educators about their child's development.*
 - *Phone conversations and email, text messages. Parents will often text me to ask a question, inform me their child will be absent, see if their child left some at the service. Educators are constantly in contact with parents.*



- *Educators identify quickly children who need additional support with transition times, support with learning and development. An example of this was with one family the educator would contact the parent each morning after school drop off and communicate how the school drop off went. The child was new to the service and new to program and emailed the program to thank the educators for settling her child in so smoothly.*
- *During pick up times all educators are actively speaking to parents regarding their child's day, what their child did in the program, share photos of their child's day and seek family input for future planning which is then documented in the Parent family reflective journal.*

Decision

74. Standard 1.3 was rated as 'Meeting NQS', with no exceeding themes demonstrated.

First Tier Review

Approved Provider's View

75. The approved provider submitted that their service should be rated as 'exceeding NQS' in this standard. In support of their submission, the approved provider re-submitted the commentary provided as feedback to the draft report.

Regulatory Authority's View

76. Regarding exceeding theme 1, the regulatory authority stated:
The information on the template submitted with the application for 1st tier review was identical to the information submitted as provider feedback in response to the draft report. The information provided consists of statements with no evidence to substantiate these statements/claims. As stated in the response to the provider feedback, it is acknowledged that 'the statement of evidence submitted for this theme does include references to evidence not captured by the officer during the visit including, the '3 Tier Reflective Process' and the educational leader's support of each educator in the planning and implementation of the program.' However, there is no in-depth evidence available to substantiate that practice is embedded in service operations in relation to the above chosen indicators or the standard.



77. Regarding exceeding theme 2, the regulatory authority stated:
The information on the template submitted with the application for 1st tier review was identical to the information submitted as provider feedback in response to the draft report. The information provided consists of statements with no evidence to substantiate these statements/claims. There is no in-depth evidence available to substantiate that practice is informed by critical reflection in relation to the above chosen indicators. For example, it was not evident that the educators critically reflect on different theorists and how this then influences their assessment and planning for children's learning.
78. Regarding exceeding theme 3, the regulatory authority stated:
The information on the template submitted with the application for 1st tier review was identical to the information submitted as provider feedback in response to the draft report. The information provided consists of statements with no evidence to substantiate these statements/claims. As stated in the response to the provider feedback, 'The statements of evidence submitted for this standard do not appear to reflect exceeding theme 3 as there is a focus on critical reflection.' It is evident that the information provided indicates standard industry practice and therefore is considered as meeting practice. There is no evidence available that demonstrates that practice is shaped by meaningful engagement with families and/or the community.
79. The review panel made the following overall comments:
In making this decision we have considered the evidence in the Authorised Officer's instrument that was gathered at the time of the visit, the draft report, provider feedback received in response to the draft report, the final report and the additional information received that accompanied the application for 1st Tier review. The 1st Tier review application is comprised of statements of claims in relation to the exceeding indicators and references to what has been provided in the original provider feedback.

Decision

80. The rating for Standard 1.3 remained at 'Meeting NQS', with no exceeding themes demonstrated.

Second Tier Review

Approved Provider's submission

81. In their application for second tier review, the approved provider re-submitted their submission for first tier review for the panel's consideration.



Panel's Consideration

82. Regarding exceeding theme 1:

- The panel found some evidence of strong practice in relation to this theme, but not evidence that assessment and planning is consistently aligned to principles, service philosophy and the approved learning frameworks.
- The panel noted that there was some evidence of observations, program evaluations and journal reflections based on the learning outcomes, principles and practices of both the EYLF and MTOP. The panel also considered the additional evidence submitted by the approved provider outlining a three tier reflective process, but agreed that there was not sufficient evidence of this process being implemented to support this theme.

83. Regarding exceeding theme 2:

- The panel noted that the service has processes for assessment and planning, but that there was limited evidence that robust debate, discussion and opportunities for input by all, including critical reflection and past incidents, was happening to drive improvement in this area.
- The panel noted staff critical reflection statements, but felt that intentionality and reflective cycles needed to be more strongly evidenced to support this theme.
- The panel agreed that the evidence did not sufficiently evidence theme 2 for this standard.

84. Regarding exceeding theme 3:

- The panel noted that the service consistently engaged with children and families around planning. It was agreed that children's voices in particular were very strong in the program, and were well represented in assessment and planning. The panel agreed that there was strong evidence of the service meaningfully connecting with children and families to shape assessment and planning practice.
- The panel noted the wording of this theme around engagement with families and/or communities, and that the service could strengthen their approach to assessment and planning through engagement with the broader community.

Decision



85. The panel agreed that exceeding theme 3 was demonstrated in the evidence provided to the panel. The panel confirmed the regulatory authority's decision that exceeding themes 1 & 2 were not present.
86. The panel confirmed the rating for Standard 1.3 as 'Meeting NQS'.

Quality Area 2

Standard 2.1

87. Standard 2.1 is that:
Each child's health and physical activity is supported and promoted.

Assessment and rating

Regulatory Authority's View

88. In the draft report for this standard, all elements were rated as met, and no exceeding themes were found to be present. The authorised officer stated:
A range of opportunities to meet each child's well-being and comfort needs were available at the service. Educators created two designated quiet areas in the indoor play space, equipped with tepees, mats, soft floor cushions, blankets and books. Children were observed accessing these areas at their own leisure throughout the visit. Areas for quiet activities such as puzzles, Lego, board games, drawing and writing were available at the service at all times.

The service collects children's health and medical information through the online enrolment process. Face-to-face discussions are held with families during induction to collect further information about their child. Families of children with health conditions such as asthma and anaphylaxis are required to provide an action plan. The Approved Provider has developed a "Medical Alert" training package for educators to complete, which covers topics such as medical management plans, risk assessments, communication plans, "medic alert" spreadsheets and procedures. Staying Healthy, 5Th edition guidelines are used to guide practice and inform families of infectious diseases and exclusion periods as required. Parents collect sick or unwell children and a medical certificate is provided upon return to care if hospitalisation has occurred. Effective health and hygiene practices were observed throughout the visit. Educators were observed actively supporting children to follow effective hand-washing practices after toileting and before meal times by reminding them to use soap and wash the backs of their hands. Educators



supported children to learn safe and hygienic practices when handling food by providing them with gloves and encouraging them to help with cleaning the tables before serving.

A written menu is on display at the service and details food provided for children that is consistent with the Australian Dietary Guidelines. This includes options such as fruit and vegetable platters, pea soup, crackers, sandwiches, oats, cereal and milk. Meal times were casual and relaxed and children self-served with tongs and making their own choices of what to eat. Educators engaged children in conversations about healthy eating. For example, a child commented on the soup the educator was assisting her to serve, saying, "Oh that smells so good!". The educator replied, "It's so good for you. Do you want a bit more? It's really nice, isn't it?" Milk and water is served at meal times and children have access to their water bottles at all times. The outdoor play space promotes and supports children's access to physical activity. Poor weather conditions during the visit inhibited children's access to the outdoor play space; however, at times children were observed accessing a large, fixed climbing structure in the sand pit and the open, grassed spaces where they played a game of Fireman Sam". A review of program documentation shows physical activity is planned for individual children as well as groups of children. For example, football, wooden quoits, relay races, hide and seek and dodgeball.

Approved Provider's View

89. The approved provider provided feedback to the finding for this standard in the draft report, and submitted additional evidence.
90. In their feedback to the draft report, the approved provider submitted that in relation to standard 2.1, exceeding theme 1 they demonstrated the following indicators:
 - All educators manage and support children's health and medical needs in line with established best practice at all times
 - All educators, actively promote healthy eating, physical activity, and effective hygiene practices in the delivery of the daily program
91. In support of this, the approved provider has made the following statement:



- *Children have robust opportunities as demonstrated in the draft report to be engaged in the program that actively promotes them to be engaged in healthy eating, physical activities and effective hygiene practices each day. As indicated in the Draft Report that supports Exceeding Guidance "Educators were observed actively supporting children to follow effective hand-washing practices after toileting and before meal times" This actively promotes the embedded practices of effective hygiene practices in the delivery of the daily program.*
- *Individual children's health and medical information are managed effectively and supported at the program from the initial enrolment and orientation with the family by the Educational Leader who will then provide further training to the educators in consultation with the training packages developed by the Approved provider which covers topics such as medical management plans, risk assessments, Communication plans, "medic alert" spreadsheets and procedures. This embedded practice supports educators in confidently managing individual children's health records.*
- *As determined by the Exceeding guidance; Educators provide a robust range of opportunities to effectively support children transitioning effectively for children's rest, relaxation, sleep both individuals and groups of children this is reflected in the comments in the draft report as "A range of opportunities to meet each child's well-being and comfort needs were available at the service. Educators created two designated quiet areas in the Indoor play space, Equipped with tepees, mats, soft floor cushions, blankets and books. Children were observed accessing these areas at their own leisure throughout the visit*
- *The approved provider feels this demonstrates exceeding embedded practices in the service operations.*
- *Educators through their induction at the program are informed of individual child health concerns. The Educational Leader/Responsible Person provides a detailed and comprehensive induction to discuss the children at the program, location of medication and medical records. Upon the employee's induction conducted at the [REDACTED] Perth Office, educators are thoroughly inducted and informed about children with medical conditions, provided relevant policies and procedures relating to Medical Conditions and how to manage effectively individual requests of families.*



92. In their feedback, the approved provider submitted that in relation to standard 2.1, exceeding theme 2 they demonstrated the following indicators:

- All educators seek out and consider alternate ways of supporting each child's health and activity needs, and make changes where opportunities to further enhance children's outcomes are identified.
- The service's approach to supporting and promoting children's health and physical activity, including safe sleep and nutrition, is informed by current recognised guidelines and up-to-date information.

93. In support of this, the approved provider has made the following commentary:

- *Critical reflection by educators is informed to reflect upon service operations and consider when to make changes to practices to consider alternative ways to continue physical experiences. This was demonstrated when poor weather conditions during the visit inhibited children's access to the outdoor play space, educators reflected this in the program delivery to modify the experiences to incorporate Physical activities indoors.*
- *Through discussions at the mat session, children and educators discussed meal times and how children can have opportunities to show further leadership skills in the program to support the Leadership role monitors. As indicated in the draft report "Meal-times were casual and relaxed and children self-served with tongs and making their own choices of what to eat. Educators engaged children in conversations about healthy eating" by having this critical reflection in place it demonstrates educators influences on their own approach in supporting and promoting children's health and activity requirements that underpins the Approved Providers policies and procedures Nutrition Policy 1.5 and formal professional documents in supporting 5th edition Staying Healthy in Childcare, Controlling the spread of Infectious diseases and maternal health information in the community folder at the parent area.*

94. In their feedback, the approved provider submitted that in relation to standard 2.1, exceeding theme 3 they demonstrated the following indicators:

- Engage meaningfully and regularly with families to discuss children's changing health and physical activity requirements, including their



interests, preferences and strengths, and incorporate these into the program.

- Incorporate children's changing health and activity needs, interests, preferences and strengths into the design and delivery of the educational program, including information gathered from families and the community and directly from children.
- Proactively promote children's health and physical activity with families and the community.

95. In support of this, the approved provider has made the following statement:

- *As demonstrated above; Educators conduct robust discussions with families in regards to individual medical plans and individual health requirements at the time of the child's enrolment and orientation prior to commencement to the OSHC service.*
- *Educators seek further community information pertaining to the [REDACTED] [REDACTED] individual families at the local council and maternal health nurse station to input into the community folder and staff communication area for future reference.*

Decision

96. Standard 2.1 was rated as 'Meeting NQS', with no exceeding themes demonstrated.

First Tier Review

Approved Provider's View

97. The approved provider submitted that their service should be rated as 'exceeding NQS' in this standard.

98. In support of their submission, the approved provider re-submitted the commentary provided in feedback to the draft assessment and rating report, with some additional documentary evidence.

Regulatory Authority's View

99. In regards to exceeding theme 1, the regulatory authority stated:

The response to the provider feedback indicated that one indicator for this theme has been met as it was evident that 'all educators manage and support children's health and medical needs in line with established best practice at all



times'. However, the information on the template submitted with the application for 1st tier review was identical to the information submitted as provider feedback in response to the draft report. The information provided consists of statements with no evidence to substantiate these statements/claims. There is no clear evidence to support how all educators actively promote healthy eating, physical activity and effective hygiene practices to ensure practice is embedded in service operations.

100. In regards to exceeding theme 2, the regulatory authority stated:
The information on the template submitted with the application for 1st tier review was identical to the information submitted as provider feedback in response to the draft report. The information provided consists of statements with no evidence to substantiate these statements/claims. There is no clear, in-depth evidence to demonstrate how critical reflection informs practice such as how educators support each child's health and activity needs and make changes where appropriate. An example was given in the provider feedback that states 'when poor weather conditions during the visit inhibited children's access to the outdoor play space, educators reflected this in the program delivery to modify the experiences to incorporate physical activities indoors.' This is considered meeting practice and does not demonstrate in-depth critical reflection.
101. In regards to exceeding theme 3, the regulatory authority stated:
The information on the template submitted with the application for 1st tier review was identical to the information submitted as provider feedback in response to the draft report. The information provided consists of statements with no evidence to substantiate these statements/claims. As stated in the response to the provider feedback, the information provided is considered to be meeting practice. There is no evidence to support the chosen exceeding indicators to demonstrate that practice is shaped by meaningful engagement with families and/or the community.
102. The regulatory authority made the following overall comments in regards to this standard:
In making this decision we have considered the evidence in the Authorised Officer's instrument that was gathered at the time of the visit, the draft report, provider feedback received in response to the draft report, the final report and the additional information received that accompanied the application for 1st Tier review. The 1st Tier review application is comprised of statements of claims in relation to the exceeding indicators, references to what has been provided in the original provider feedback.



Decision

103. The rating for Standard 2.1 remained at 'Meeting NQS', with no exceeding themes left.

Second Tier Review

Approved Provider's submission

104. In their application for second tier review, the approved provider re-submitted their submission for first tier review for the panel's consideration.

Panel's Consideration

105. Regarding exceeding theme 1:

- The panel discussed the evidence collected by the authorised officer, and the overarching statement made by the approved provider. The panel felt that there was a lot of evidence of strong meeting-level practice.
- The panel found evidence that there was good promotion of hygienic processes, healthy eating and physical activity, but not strong enough evidence of how or why practices were embedded to support this theme.

106. Regarding exceeding theme 2:

- The panel noted in relation to this theme that the service sought out information from families and implemented some recognised guidelines, for example the 'staying healthy guidelines'. The panel agreed, however, that there was not clear evidence that the service was critically reflecting on practice, incidents or guidelines to find opportunities to enhance health outcomes, including through robust debate.
- The panel found no clear evidence of research or the exploration of alternate practices or approaches to support each child's needs, including changes to further enhance children's outcomes, and agreed that there was strong, meeting-level practice in this area.

107. Regarding exceeding theme 3:

- The panel noted that there was limited evidence recorded by the authorised officer, or offered by the approved provider to support a rating of exceeding in this theme. For example, the panel could not see evidence of how the service's approach to supporting and promoting



children's health has been shaped by the unique environmental, cultural and community context of the service.

Decision

108. The panel confirmed the regulatory authority's rating for this standard. Standard 2.1 remains rated as 'Meeting NQS', with no exceeding themes demonstrated.

Standard 2.2

109. Standard 2.2 is that:
Each child is protected.

Assessment and rating

Regulatory Authority's View

110. In the draft report for this standard, all elements were rated as met, and no exceeding themes were found to be present.
111. The authorised officer stated that:
Indoor and outdoor supervision plans are displayed across the service and are reviewed every term by the coordinator and annually by the Nominated Supervisor. Children were supervised by an educator in all areas at all times. This was evident when the children who requested to go to the bathroom were escorted by an educator. Educators were observed exchanging information about their movements within the premises throughout the visit to ensure adequate supervision, such as supervising a group of children moving from the indoor to outdoor play spaces as they wanted to play on the 'pirate ship'. Regular head counts were also performed throughout the visit. Reasonable precautions are taken to ensure children are protected from harm and hazard. Risk assessments are conducted to monitor indoor and outdoor environments and program activities such as science projects and cooking. A risk matrix is on display that is updated every term. Sun safety is guided by the Cancer Council Australia recommendations as when children applied sunscreen and wore hats during outdoor play.

The service has detailed policies and procedures in place to ensure incidents and emergencies are effectively managed. These have been developed in consultation with a relevant authority and in line with the school's own emergency procedures to provide consistency for the children. The emergency evacuation floor plan and instructions are displayed in prominent



positions near each exit. Emergency drills are practiced and evaluated twice a term. Documentation sighted, evidenced that the recent practiced drills were for fire and lock down having been carried out. Incident, Injury, Trauma and Illness records are completed as required and reported to the Regulatory Authority as per the regulations.

Management and educators are aware of their roles and responsibilities to identify and respond to children at risk. Educators are required to complete an online "Mandatory Reporting" training package upon induction to the service and is refreshed annually. Educators with concerns about a child's safety and wellbeing are supported by the Nominated Supervisor. A fact sheet kept in the staff corner relating to child protection is available for educators to refer to.

Approved Provider's View

112. The approved provider provided feedback to the finding for this standard in the draft report, and submitted additional evidence.

113. In their feedback, the approved provider submitted that in relation to standard 2.2, exceeding theme 1 they demonstrated the following indicators:

- All educators are consistently attuned to the needs of all children to ensure each child's safety at all times.
- Ongoing risk assessment and management is built into day-to-day operations across the service to ensure a consistently safe environment.

114. In support of this, the approved provider has made the following statement:

- *Educators are consistently attuned to the needs of each child in daily practices to ensure educators respond proactively to all children's health and safety at all times. This is further embedded in service operations with the effective indoor and outdoor supervision plans that are displayed across the service and reviewed every term by educators and Nominated Supervisor. As indicated through the draft report "Educators were observed exchanging information about their movements within the premises throughout the visit to ensure adequate supervision, such as supervising a group of children moving from the indoor to outdoor play spaces" this demonstrates embedded practices, effective communication between educators and confidence to adjust their practices where necessary to ensure children are safe*



and effectively supervised at all times as depicted in the Exceeding guidance for Standard 2.2.

115. In their feedback, the approved provider submitted that in relation to standard 2.2, exceeding theme 2 they demonstrated the following indicators:

- The service's approach to risk assessment, emergency management and child protection reflects current recognised guidelines and up-to-date information from trusted sources
- The service's approach to supporting and promoting children's safety reflects robust debate, discussion, and genuine opportunities for input by all educators and is informed by critical reflection on past incidents

116. In support of this, the approved provider has made the following statement:

- *Embedded services are in place to support robust procedures are in place for effectively managing and identifying management of risks, protecting children from harm and hazards. This is demonstrated effectively and visually in the program with effective management plans in place completed in consultation with the school, families, children, internal and external emergency management personal and educators. A Risk Assessment and Hazard matrix is available at the sign in and out parent area that drives the effective supervision plans displayed prominently in the education and care setting. This document is reviewed regularly in consultation with the school community and changes to the environment that align with guidelines and are kept up to date from trusted resources.*

117. In their feedback, the approved provider submitted that in relation to standard 2.2, exceeding theme 3 they demonstrated the following indicators:

- Educators actively engage with families about their concerns and priorities for their children's safety.
- The service's approach to managing risks and supporting child safety is informed by meaningful and ongoing partnerships with the broader community, for example local Community and emergency services.

118. In support of this, the approved provider has made the following statement:



- *Emergency management plans, Risk Matrix and Sun protection unique individual plans are developed in consultation with the school Principal, local emergency services, children, families and educators and Approved Provider.*
- *After this consultation, clear communication by educators at mat sessions with the children who undertake and reflect on the regular emergency drills as indicated in the draft report “regular emergency drills are practiced and evaluated Twice a term. Documentation sighted, evidenced that the recent practiced drills were for fire and lock down having been carried out” this meaningful engagement with the children, families and community demonstrates a collaborative proactive approach to children’s health and safety.*

Decision

119. Standard 2.2 was rated as ‘Meeting NQS’, with no exceeding themes demonstrated.

First Tier Review

Approved Provider’s View

120. The approved provider submitted that their service should be rated as ‘exceeding NQS’ in this standard.

121. In support of their submission, the approved provider re-submitted the overarching document addressing each standard and theme, provided in feedback to the draft report.

Regulatory Authority’s View

122. In regards to exceeding theme 1, the regulatory authority stated:
The response to the provider feedback indicated that one indicator for this theme has been met as it was evident that ‘Ongoing risk assessment and management is built into day-to-day operations across the service to ensure a consistently safe environment.’ However, the information on the template submitted with the application for 1st tier review was identical to the information submitted as provider feedback in response to the draft report. The information provided consists of statements with no evidence to substantiate these statements/claims. The information provided does not demonstrate that practice is embedded in service operations in relation to the chosen indicator. As stated in the response to the provider feedback, the



information provided is considered to be meeting practice.

123. In regards to exceeding theme 2, the regulatory authority stated: *The information on the template submitted with the application for 1st tier review was identical to the information submitted as provider feedback in response to the draft report. The information provided consists of statements with no evidence to substantiate these statements/claims. In-depth evidence, expected at exceeding level, to substantiate robust debate, discussion and input by all educators has not been provided. Additionally, critical reflection on past incidents has not been provided.*
124. In regards to exceeding theme 3, the regulatory authority stated: *The information on the template submitted with the application for 1st tier review was identical to the information submitted as provider feedback in response to the draft report. The information provided consists of statements with no evidence to substantiate these statements/claims. As stated in the response to the provider feedback, 'The statements provided do not suitably demonstrate how the exceeding indicators are being met and are not supported by tangible evidence relevant to the selected indicators.'*
125. The regulatory authority made the following general comments: *In making this decision we have considered the evidence in the Authorised Officer's instrument that was gathered at the time of the visit, the draft report, provider feedback received in response to the draft report, the final report and the additional information received that accompanied the application for 1st Tier review. The 1st Tier review application is comprised of statements of claims in relation to the exceeding indicators and references to what has been provided in the original provider feedback.*

Decision

126. The rating for Standard 2.2 remained at 'Meeting NQS', with no exceeding themes demonstrated.

Second Tier Review

Approved Provider's submission

127. In their application for second tier review, the approved provider re-submitted their submission for first tier review for the panel's consideration.

Panel's Consideration



128. Regarding exceeding theme 1:

- The panel agreed that there was evidence of some strong meeting practice for this standard. The panel also agreed that some of the exceeding indicators from the Guide to the NQF do seem to partly be in evidence, particularly regarding supervision, exchange of information, proactively managing risks and educators being consistently attuned. The panel noted the use of risk matrices.
- The panel noted the approved provider's submission in relation to this standard and theme, and agreed that the statements were broad and over-arching and not supported by the evidence. On balance, the panel did not consider exceeding practice was demonstrated for this theme.

129. Regarding exceeding theme 2:

- The panel considered the evidence collected by the authorised officer and the statements of the approved provider and agreed that there was insufficient evidence of robust debate, group discussion or critical reflection of past incidents to support this theme.

130. Regarding exceeding theme 3:

- The panel noted in relation to this theme that guidance and procedures were rehearsed with the relevant authorities and that educators communicated with the children.
- The panel did not find evidence of meaningful partnerships with families and communities, and that while the service met the National Quality Standards in this standard, practice was not clearly linked to, and shaped by, broader partnerships.

Decision

131. The panel confirmed the regulatory authority's rating for this standard as 'Meeting NQS', with no exceeding themes demonstrated.

Quality Area 3

Standard 3.1

132. Standard 3.1 is that:

The design of the facilities is appropriate for the operation of a service.

Assessment and rating

Regulatory Authority's View



133. In the draft report for this standard, all elements are rated as met, and no exceeding themes were found to be present.

134. The authorised officer provided the following evidence:

The service operates within the grounds of a primary school and the physical environment, furniture, equipment, facilities and resources are appropriate for the operation of the service. The services indoor space consists of a large play space used for children's activities and play, children's space for quiet play, rest and relaxation, a parent information area and a separate kitchen. There is ample natural light and ventilation throughout the space. The service accesses nearby bathrooms for toileting purposes. The outdoor space is an area consisting of two large, grassed areas and a large sand pit equipped with two large wooden climbing structures and a water pump. Sufficient shade is provided by a wraparound verandah.

The premises, furniture and equipment are safe, clean and well maintained. The Nominated Supervisor advised major cleaning duties are completed by the schools contracted cleaner; however, educators perform minor spot cleaning throughout the day as per their "Clean As We Go" policy. At the visit, educators were observed regularly cleaning areas used by children, such as wiping tables and packing away resources. Daily environment checks are conducted by educators to identify any issues. Maintenance and building issues are logged on the services online management system and reported to the school's Principal to action accordingly. The Nominated Supervisor follows up with any maintenance issues during her fortnightly meetings with the principal.

Approved Provider's View

135. The approved provider provided feedback to the finding for this standard in the draft report, and submitted additional documentary evidence.

136. In their feedback, the approved provider submitted that in relation to standard 3.1, exceeding theme 1 they demonstrated the following indicators:

- The observed and discussed approach to the design and maintenance of the physical environment consistently aligns with the design and delivery of the educational program and service philosophy.
- All educators are able to explain how the design of the physical environment, including selection of furniture, equipment and resources, supports safe and inclusive access by all children and promotes each child's full engagement with the program.



- All outdoor and indoor spaces, buildings, fixtures and fittings contribute to a flexible and stimulating environment that enhances each child's development and learning.

137. In support of this, the approved provider has made the following statement:

- *The design of the program both indoors and outdoors are thoughtfully presented in the service in consultation with the children. Children request resources for the program. The Educational Leader has provision to purchase the resources as required. By supporting children to create their own environment maximises each child's full participation and engagement in the program.*

138. In their feedback, the approved provider submitted that in relation to standard 3.1, exceeding theme 2 they demonstrated the following indicators:

- Educators, educational leaders and co-ordinators are attuned to changes to the physical environment throughout the day and confidently adjust practice and the environment as needed to ensure the continued safety, participation and inclusion of all children.
- Educators, the educational leader and co-ordinators reflect, individually and together, on the design of the physical environment, and consider opportunities to make changes to strengthen inclusion and participation, and to enhance children's safety, learning and development outcomes.

139. In support of this, the approved provider has made the following statement:

- *As indicated in the Draft report "Daily environment checks are conducted by educators to identify any issues" as this observation is being conducted it supports all educators to critically reflect the environment and supervision plans in place to enhance children's engagement and child safety, learning and development.*
- *During the mat session and after the child initiated leadership role monitors are given out (as indicated in the Draft Report in **QA 1 standard 1.1**) children then have opportunities to set up the environment in consultation with the "toy monitor, sports monitor and art monitor".*

140. In their feedback, the approved provider submitted that in relation to standard 3.1, exceeding theme 3 they demonstrated the following indicators:



- The design of the physical environment welcomes, reflects and draws on the voices, priorities and strengths of the children and families at the service.
- The design of the physical environment shows that the service works creatively within the limitations of the physical setting.
- Opportunities for collaboration with family and community partners are built into the service's approach to designing and making changes to the physical environment.

141. In support of this, the approved provider has made the following statement:

- *The service draws on the voices of the families at the service and their children by embracing their leadership role monitors through robust discussions with the educators upon pick up times. Children's excitement when their parent arrives and is playing such pride in the role they have contributed towards that day in the program supports individuals sense of belonging to the service.*

Families have opportunities through the service reflection journal, surveys and face to face discussions regarding the service physical environment.

Decision

142. Standard 3.1 was rated as 'Meeting NQS', with no exceeding themes demonstrated.

First Tier Review

Approved Provider's View

143. The approved provider submitted that their service should be rated as 'exceeding NQS' in this standard.

144. In support of their submission, the approved provider re-submitted the overarching statement submitted in response to their draft report, addressing how they met each theme. The approved provider submitted some additional photographic evidence entitled "indoor environment".

Regulatory Authority's View



145. Regarding exceeding theme 1, the panel stated:

It is acknowledged that two photos were provided with the following notation: 'Examples of the room set up that indicates the room layout as set-up up by the children. The set-up is based around the leadership role monitors as discussed by the children and developed at the mat sessions. By supporting children to create their own environment maximises each child's full participation in the program.' However, the rest of the information on the template submitted with the application for 1st tier review was identical to the information submitted as provider feedback in response to the draft report. The information provided consists of statements with no evidence to substantiate these statements/claims. As stated in the response to the provider feedback 'The statements provided do not suitably demonstrate how the exceeding indicators are being met and are not supported by sufficient tangible evidence, therefore cannot be considered.' For example, there is no evidence to demonstrate how 'All educators are able to explain how the design of the physical environment, including selection of furniture, equipment and resources, supports safe and inclusive access by all children and promotes each child's full engagement with the program.'

146. Regarding exceeding theme 2, the panel stated that:

It is acknowledged that two photos were provided as mentioned above. However, the rest of the information on the template submitted with the application for 1st tier review was identical to the information submitted as provider feedback in response to the draft report. The information provided consists of statements with no evidence to substantiate these statements/claims. As stated in the response to the provider feedback 'The statements provided do not suitably demonstrate how the exceeding indicators are being met and are not supported by sufficient tangible evidence, therefore cannot be considered.' For example, there is no evidence to support that educators have critically reflected on the 'design of the physical environment, and consider opportunities to make changes to strengthen inclusion and participation, and to enhance children's safety, learning and developmental outcomes.'

147. Regarding exceeding theme 3, the panel stated that:

It is acknowledged that two photos were provided as mentioned above. However, the rest of the information on the template submitted with the application for 1st tier review was identical to the information submitted as provider feedback in response to the draft report. The information provided is simply statements with no evidence to substantiate these statements/claims. As stated in the response to the provider feedback 'The statements provided



do not suitably demonstrate how the exceeding indicators are being met and are not supported by sufficient tangible evidence, therefore cannot be considered.' For example, there is no evidence to show that 'the service works creatively within the limitations of the physical setting.' The evidence provided does not show that practice is shaped by meaningful engagement with families and/or the community.

148. The panel made the following general comments:

In making this decision we have considered the evidence in the Authorised Officer's instrument that was gathered at the time of the visit, the draft report, provider feedback received in response to the draft report, the final report and the additional information received that accompanied the application for 1st Tier review. The 1st Tier review application is comprised of statements of claims in relation to the exceeding indicators, references to what has been provided in the original provider feedback and some additional documentation.

Decision

Second Tier Review

Approved Provider's submission

149. In their application for second tier review, the approved provider re-submitted their submission for first tier review for the panel's consideration.

Panel's Consideration

150. Regarding exceeding theme 1:

- The panel noted that the service appears to offer an appropriate physical environment for the children, and that children are given responsibility for keeping the environment clean and set up. The panel discussed the practice of children requesting resources rather than being able to access them freely and whether this arrangement maximised the children's engagement with their environment as per the approved provider's claim.
- The panel agreed that there was not clear evidence that educators are able to explain how the design of the physical environment, including selection of resources, supports safe and inclusive access by all children and promotes each child's full engagement with the program.

151. Regarding exceeding theme 2:



- The panel commented that there were strong examples of meeting-level practice against this standard, and some isolated examples of exceeding practice.
- The panel noted that the children have clear roles in maintaining and interacting with the service environment, but that the critical reflection and improvement cycles surrounding these practices were not clearly evident.
- The panel noted that there was no clear evidence of discussion surrounding the relationship between the environment and the service philosophy, or of how the environment might be used to promote equity and inclusion.

152. Regarding exceeding theme 3:

- The panel discussed the evidence and commentary provided for this standard. The panel could not see clear evidence of families or community collaboration being built into the service's approach to designing and making changes to the physical environment.
- The panel made a general comment that with OSHC services the design of the physical environment can be a challenge as many services do not have full control over their environment. What an assessor would look for, however, is how services work creatively with families and/or the community within the limitations of the physical setting.

Decision

153. The panel confirmed the regulatory authority's decision with regards to the rating for this standard. The rating for Standard 3.1 remains as 'Meeting NQS', with no exceeding themes demonstrated.

Standard 3.2

154. Standard 3.2 is that:

The service environment is inclusive, promotes competence and supports exploration and play-based learning.

Assessment and rating

Regulatory Authority's View

155. In the draft report for this standard, all elements were rated as met, and no exceeding themes were found to be present. The authorised officer stated for this standard:



During the visit, the weather precluded outdoor play. However, the service utilises the indoor and outdoor environments in a way that provides access to opportunities for play and leisure in both built and natural environments. Indoors, areas were arranged to stimulate and reflect children's interests and provided independent access, such as tables set up with board games and art/craft supplies and boxes on the floor supplied with Lego, puzzles, dolls and dress-ups. A group of children were observed accessing the outdoor area, playing a game of 'Fireman Sam' in the large, open, grassed area.

Resources, materials and equipment in the indoor and outdoor environments are sufficient in number to support the participation of all children. During the visit, groups of children were observed engaging in a variety of board games such as Connect Four and Bingo. Educators provided resources to support children's learning and creativity. For example, a child sitting at the "creative table" asked an educator if she could have some raw rice, saying, "I need it for what I'm making." The educator provided the rice for the child, supporting her play and ideas.

Sustainable practices were evident within service operations and children participate in environmentally sustainable practices that build a sense of responsibility to care for the environment. Leftover food scraps are disposed in the school's compost bin. The leadership role 'Afternoon Tea Assistant' was created to support this practice. Families are encouraged to participate in sustainable practices and asked to collect and supply the service with recyclable materials the children can use in the program. This was evident with the provision of three tubs in the indoor space titled, 'Reduce', 'Reuse', 'Recycle' that are filled with materials such as egg carton, cardboard tubes, plastic food trays, plastic bottles, food packaging boxes, newspaper and magazines. The program fosters children's wonder and knowledge about the natural world through activities such as painting with nature, stick puppets, making nature bird feeders, picnics and salt water experiments.

Approved Provider's View

156. The approved provider provided feedback to the finding for this standard in the draft report, and submitted additional evidence.
157. In their feedback, the approved provider maintained that they should be rated exceeding for this standard.



158. In their feedback, the approved provider submitted that in relation to standard 3.2, exceeding theme 1 they demonstrated the following indicators:

- Children actively engaged in child-directed learning experiences that demonstrate environmental awareness and/or responsibility.
- Observed practice and discussions demonstrate a whole-of-service approach to the use of space and resources that is inclusive, purposeful, creative, and flexible, and enhances learning and development outcomes for all children.
- All educators demonstrate an ongoing commitment to caring for the natural environment and fostering environmental awareness and responsibility in children, and are aware of how their practice aligns with practice across the service.

159. In support of this, the approved provider has made the following statement:

- Children have daily embedded opportunities to be actively responsible for their environment, explore and engage with the natural environment.
- Examples of children's opportunities include;
 - Gardening and composting
 - ██████████ Gardening Enrichment program
 - Seasonal nature table, nature crafts, nature weaving, craft with sticks and found objects from nature walks.
- As indicated in the Draft report "Sustainable practices were evident within service operations and children participate in environmentally sustainable practices that build a sense of responsibility to care for the environment. Leftover food scraps are disposed in the school's compost bin. **The leadership role 'Afternoon Tea Assistant' was created to support this practice**" The service's child initiated Leadership Roles support children to organise and adapt the learning environment whilst fostering their awareness of being environmentally responsible demonstrates ongoing practices and commitment to caring for the natural environment as guided by the Exceeding Guidance guide.

160. In their feedback, the approved provider submitted that in relation to standard 3.2, exceeding theme 2 they demonstrated the following indicators:

- All educators regularly reflect on opportunities to support children's environmental awareness and responsibility.
- The service team reflect together on opportunities to strengthen the service's engagement in environmental sustainability, and work



together to implement agreed changes across the service.

161. In support of this, the approved provider has made the following statement:
Through both informal and informal discussions educators review and reflect on resources that are available in the program. Children and family feedback is documented through the reflection journal to enhance children's engagement in the play based learning program. The curiosity of children of gardening provides children with the sense of belonging, ownership and environmental responsibility.
162. In their feedback, the approved provider submitted that in relation to standard 3.2, exceeding theme 3 they demonstrated the following indicators:
- Educators supporting families to develop understanding and engage in environmentally responsible and sustainable practices.
 - The service collaborates with family and/or community partners to engage in sustainable practices within the service and support environmental awareness and responsibility across the service community.
163. In support of this, the approved provider has made the following statement:
Educators support families to develop deep understanding of being environmentally responsible and continue the services embedded practices of sustainability. Further to this the service is supporting the school link with sustainability and the school fair with collecting recyclables for the art fair. By intentionally teaching the children about sustainable practices in the service this directly supports children's learning development through to the school community link and service collaboration with community partners.
- As indicated in the Draft Report "Families are encouraged to participate in sustainable practices and asked to collect and supply the service with recyclable materials the children can use in the program. This was evident with the provision of three tubs in the indoor space titled, 'Reduce', 'Reuse', 'Recycle' that are filled with materials such as egg carton, cardboard tubes, plastic food trays, plastic bottles, food packaging boxes, newspaper and magazines "***
- Further to the embedded practices, during the time of the visit discussions were held with the Authorised Officer in relation to the Sustainability Policy. Due to the strong link between the service and school it was decided that this unique policy be reviewed with families, the school principal, school community and the approved provider as displayed at the sign in and out parent area.*



Decision

164. Standard 3.2 was rated as 'Meeting NQS', with no exceeding themes demonstrated.

First Tier Review

Approved Provider's View

165. The approved provider submitted that their service should be rated as 'exceeding NQS' in this standard.

166. In support of their submission, the approved provider re-submitted the overarching document addressing each standard and theme, provided in feedback to the draft report. The approved provider submitted additional photo evidence in support of their claims for this standard.

Regulatory Authority's View

167. Regarding exceeding theme 1, the regulatory authority stated:

It is acknowledged that the following photos were provided with the application for 1st tier review:

- *Three photos with the following notation 'Links to sustainable practices including establishing further links with the school garden that are embedded into daily service operations.'*
- *Seven photos with the following notation 'Series of photo examples of sustainable crafts made by the children collected from a nature walk that supported children's discussions of Harmony Day March 2018 to discuss how to be engaged in the community, respect culture and beliefs and foster a sense of belonging for everyone.'*
- *One photo with the following notation 'The Reuse, Reduce and Recycle boxes are used to collect recyclables from families.'*
- *One photo with the following notation 'Example – A child crated this recycled art part of Harmony Day March 2018. The bottles were donated by a neighbouring [REDACTED] program [REDACTED] who collected as part of their program "The Green Project" from the school disco.'*

The bulk of these photos appear to be of craft that children have created with recycled materials. It is not clear how these photos demonstrate that practice is embedded in service operations in relation to the chosen



themes for this standard. The rest of the information on the template submitted with the application for 1st tier review was identical to the information submitted as provider feedback in response to the draft report. The information consists of statements with no evidence to substantiate these statements/claims. As stated in the response to the provider feedback 'The statements provided do not suitably demonstrate how the exceeding indicators are being met and are not supported by sufficient tangible evidence, therefore cannot be considered.'

168. Regarding exceeding theme 2, the regulatory authority stated:

It is acknowledged that the photos mentioned above were provided. The bulk of these photos appear to be of craft that children have created with recycled materials. It is not clear how these photos demonstrate that practice is informed by critical reflection in relation to the chosen themes for this standard. The rest of the information on the template submitted with the application for 1st tier review was identical to the information submitted as provider feedback in response to the draft report. The information provided consists of statements with no evidence to substantiate these statements/claims. As stated in the response to the provider feedback 'The statements provided do not suitably demonstrate how the exceeding indicators are being met and are not supported by sufficient tangible evidence, therefore cannot be considered.'

169. Regarding exceeding theme 3, the regulatory authority stated:

It is acknowledged that the photos mentioned above were provided. The bulk of these photos appear to be of craft that children have created with recycled materials. It is not clear how these photos demonstrate that practice is shaped by meaningful engagement with families and/or the community in relation to the chosen themes for this standard. The rest of the information on the template submitted with the application for 1st tier review was identical to the information submitted as provider feedback in response to the draft report. The information provided consists of statements with no evidence to substantiate these statements/claims. As stated in the response to the provider feedback 'The statements provided do not suitably demonstrate how the exceeding indicators are being met and are not supported by sufficient tangible evidence, therefore cannot be considered.'

170. The regulatory authority made the following general comments:

In making this decision we have considered the evidence in the Authorised Officer's instrument that was gathered at the time of the visit, the draft report, provider feedback received in response to the draft report, the final report and



the additional information received that accompanied the application for 1st Tier review. The 1st Tier review application is comprised of statements of claims in relation to the exceeding indicators, references to what has been provided in the original provider feedback and some additional documentation.

Decision

171. The rating for Standard 3.2 remained at 'Meeting NQS' with no exceeding themes demonstrated.

Second Tier Review

Approved Provider's submission

172. In their application for second tier review, the approved provider has re-submitted their submission for first tier review for the panel's consideration.

Panel's Consideration

173. Regarding exceeding theme 1:

- The panel noted that the authorised officer's evidence captures some examples of children engaging in experiences which promoted environmental awareness and responsibility. The panel noted that a lot of initiatives appeared to be driven by the school rather than the service.
- The panel commented that environmental responsibility for this cohort can be extended beyond recycling and using sustainable materials to foster environmental awareness and / or responsibility, and that evidence provided more consistently demonstrated practice for this theme at a 'meeting level'.

174. Regarding exceeding theme 2:

- The panel discussed the evidence collected by the authorised officer and provided by the approved provider. The panel members agreed that the evidence did not indicate that the service's approach to use of the physical environment reflects robust debate, discussion and critical reflection by all educators. There was limited evidence to demonstrate that equity of access and use was considered by the service in relation to this Standard.

175. Regarding exceeding theme 3:

- The panel agreed that there was limited evidence to support the presence of either family or community engagement around this theme.



The panel commented that it was not clear that the physical environment design or usage draws on or reflects the local and broader community.

- The panel noted that the service's inclusion plan includes 6 children from culturally and linguistically diverse backgrounds, but found that there was limited evidence of how the environment might meet the needs of each child. The panel equally found that there was no clear consideration of Aboriginal and Torres Strait Islander culture in the design and use of the physical environment.

Decision

176. The panel confirmed the regulatory authority's rating for standard 3.2. The rating for Standard 3.2 remains as 'Meeting NQS' with no exceeding themes demonstrated.

Quality Area 4

Standard 4.1

177. Standard 4.1 is that:

Staffing arrangements enhance children's learning and development.

Assessment and rating

Regulatory Authority's View

178. In the draft report for this standard, all elements are rated as met, and no exceeding themes were found to be present. The authorised officer stated that:

The organisation of educators throughout the day supports children's learning and development and ensures that educator-to-child ratios are maintained consistently. Staff rosters are developed by the Nominated Supervisor on a monthly basis and are guided by regulatory requirements, individual staff availability and their abilities to contribute to various aspects of the program. For example, an educator with a talent in drama was rostered on to facilitate a drama workshop with the children. Staff records indicate that all staff have obtained current first aid, asthma and anaphylaxis qualifications and Working with Children Checks. Permanent and relief staff undergo a three-hour face to face induction process facilitated by the Nominated Supervisor which includes presentations and videos relating to programming and policies and procedures. The Nominated Supervisor advised the service networks with the Approved Providers other services to access a relief pool of staff.



Continuity of staff as a result of good support from management contributes to the continuous support of each child's learning and development. Throughout the visit, children demonstrated their trust and comfort with educators by happily responding to them, having conversations and seeking their company. The Nominated Supervisor advised that although the co-ordinator has only been at the service for less than a year, she has been employed by the company for over three years, starting as an educator at another of the Approved Provider's services. The Nominated Supervisor has been employed with the company for 5 years and stated, "They are an amazing company to work for." Surveys are conducted annually for all staff to give feedback on issues such as job satisfaction, improvements and future prospects. Educators' achievements are celebrated and recognised for their commitment to the service over time through a series of awards and gift vouchers, recognising excellence. For example, educators nominated by management, families and peers for the company's annual awards ceremony are flown to Melbourne to attend the event. Educators participate in regular social events such as dinners, bowling and the annual Christmas party which is also attended by the Approved Provider and his family.

Approved Provider's View

179. The approved provider provided feedback to the finding for this standard in the draft report, and submitted additional evidence.
180. In their feedback, the approved provider maintained that they should be rated exceeding for this standard.
181. In their feedback, the approved provider submitted that in relation to standard 4.1, exceeding theme 1 they demonstrated the following indicators:
 - At all times, purposeful consideration is given to organisation of educators to ensure familiarity and continuity for children and a high quality learning and care environment.
 - All educators and coordinators are able to explain how the organisation and continuity of educators enhances children's wellbeing, learning and development; demonstrate awareness of how decisions are made about the organisation of educators across the service.
182. In support of this, the approved provider has made the following statement:



- *The continuity of the educators has strongly supported familiarity for children in providing a high quality exceeding program and care environment. The relationships formed by the regular educators at the service shape meaningful and secure relationships with the children and their families by promoting the continuity of educators.*

183. In their feedback, the approved provider submitted that in relation to standard 4.1, exceeding theme 2 they demonstrated the following indicators:

- The service's approach to organisation and continuity of educators reflects together on opportunities to further enhance children's wellbeing, learning and development through possible changes to the organisation of educators or improvement in staff continuity.
- The service's approach to organisation and continuity of educators is informed by the qualifications, strengths, priorities and professional development goals of educators.

184. In support of this, the approved provider has made the following statement:

- *Staff rostering and continuity of shifts has contributed to educator's ability to participate in the planning of play and leisure programs for children that enriches connections between home, the service and school and expertise of the educators such as Drama classes, guitar lessons, Auslan and learning various languages through technology in conjunction with languages spoken and celebrated by the educators and children and their families.*

185. In their feedback, the approved provider submitted that in relation to standard 4.1, exceeding theme 3 they demonstrated the following indicators:

- The organisation and continuity of educators welcomes, reflects and draws on the voices, priorities and strengths of the children and families at the service and, in particular, family input on ways to support familiarity and continuity of their child's learning and development at the service.
- Opportunities for collaboration with family and community partners are built into the service's approach to organisation and continuity of educators.
- The service's approach to organisation and continuity of educators supports all children to participate fully in the service program at all times.



186. In support of this, the approved provider has made the following commentary:

Regular meetings are held by the Nominated Supervisor, School Principal, Parent school council and OSHC parent committee. By meeting with each respective body it has provided a positive family collaboration with families and school committee providing termly updates on the continuity of the educators and feedback from the relevant bodies to reflect upon and implement into everyday practices. A formal termly report is provided to the committee and School Principal by the Nominated Supervisor that is tabled and discussed.

This report contains information from the educators, children and their families by various methods including reflection journal, suggestion jars, mat sessions, verbal conversations and child voice along with data about the service operations from ██████ management.

Parent engagement, input and valued feedback is driven into the service operations and decisions.

Families are given opportunities to support educators being recognised for the annual ██████ Awards. Families are emailed regularly throughout the year to nominate over 8 various categories to celebrate achievements of the educators that educate and care for their child/ren. All nomination feedback is passed onto the individual educators to provide further critical reflection of their own individual practices and shape further their meaningful engagement in the service.

Educators' achievements are celebrated and recognised for their commitment to the service over time through a series of awards and gift vouchers, recognising excellence. For example, educators nominated by management, families and peers for the company's annual awards ceremony are flown to Melbourne to attend the event.

187. The provider also made the following statement in relation to this standard:

Noted in the report as an inaccuracy “Continuity of staff as a result of **good support** from management contributes to the continuous support of each child's learning and development ”

Approved Provider response to the above inaccuracy

As noted in QA 7 Standard 7.2 the support from Management as indicated by the Educational Leader is robust and thorough. By having regular contact the



organization and continuity of educators is enhanced as the Nominated Supervisor is across operations, educators skills and expertise that is closely linked to the educators staff records, and emails the Educational Leader prior to each roster being developed for feedback about the educators that are “shining stars” and why.

Noted from report - The Educational Leader explained that she is supported in her role by the Nominated Supervisor, who despite being located in another state, communicates weekly via email and telephone to provide feedback and support. Visits to the service are conducted 2-3 times per term by the Nominated Supervisor where issues such as the program, practices and operations matters are reviewed. The Educational Leader is further supported through regular network meetings with the Approved Provider's other Educational Leaders where they review and develop the program activities, excursions for the vacation care program and service and educator practices and procedures.

Decision

188. Standard 4.1 was rated as 'Meeting NQS', with no exceeding themes demonstrated.

First Tier Review

Approved Provider's View

189. The approved provider submitted that their service should be rated as 'exceeding NQS' in this standard.

190. In support of their submission, the approved provider re-submitted the overarching document addressing each standard and theme, provided in feedback to the draft report.

Regulatory Authority's View

191. Regarding exceeding theme 1, the regulatory authority stated:

The information on the template submitted with the application for 1st tier review was identical to the information submitted as provider feedback in response to the draft report. The information provided consists of statements with no evidence to substantiate these statements/claims. There is no evidence to show that practice in relation to the standard demonstrates that practice is embedded in service operations. As stated in the response to the



provider feedback 'The statements provided do not suitably demonstrate how the exceeding indicators are being met and are not supported by tangible evidence relevant to the selected indicators, therefore cannot be considered.'

192. Regarding exceeding theme 2, the regulatory authority stated:

The information on the template submitted with the application for 1st tier review was identical to the information submitted as provider feedback in response to the draft report. The information provided consists of statements with no evidence to substantiate these statements/claims. There is no evidence to show that practice in relation to the standard is informed by critical reflection. As stated in the response to the provider feedback 'The statements provided do not suitably demonstrate how the exceeding indicators are being met and are not supported by tangible evidence relevant to the selected indicators, therefore cannot be considered.'

193. Regarding exceeding theme 3, the regulatory authority stated:

The information on the template submitted with the application for 1st tier review was identical to the information submitted as provider feedback in response to the draft report. The information provided consists of statements with no evidence to substantiate these statements/claims. There is no evidence to show that practice in relation to the standard is shaped by meaningful engagement with families and/or community. As stated in the response to the provider feedback 'The statements provided do not suitably demonstrate how the exceeding indicators are being met and are not supported by tangible evidence relevant to the selected indicators, therefore cannot be considered.'

194. The regulatory authority made the following general comments about this standard:

In making this decision we have considered the evidence in the Authorised Officer's instrument that was gathered at the time of the visit, the draft report, provider feedback received in response to the draft report, the final report and the additional information received that accompanied the application for 1st Tier review. The 1st Tier review application is comprised of statements of claims in relation to the exceeding indicators and references to what has been provided in the original provider feedback.

Decision



195. The panel evaluated the evidence for all three exceeding themes, and confirmed the Assessment and ratings finding that no exceeding themes were met for this standard.

Second Tier Review

Approved Provider's submission

196. In their application for second tier review, the approved provider has re-submitted their submission for first tier review for the panel's consideration.

Panel's Consideration

197. Regarding exceeding theme 1:

- The panel noted that the service implemented some strong practice surrounding staffing arrangements, and agreed that the service effectively ensured the continuity of educators.
- The panel commented that there was a lack of evidence at the educator level, for example, it was unclear whether the educators and leaders were able to demonstrate awareness of how decisions are made about the organisation of educators across the service.

198. Regarding exceeding theme 2:

- The panel considered the evidence collected by the authorised officer and the submission of the approved provider for this standard.
- The panel noted some good practice which implied that some reflection was occurring, for example, drawing on the skills of a staff member to deliver drama lessons. However, the panel did not see clear evidence of an approach to the organisation and continuity of educators that is informed by deep critical reflection, past incidents, questioning of practice, communication between educators or debate between staff.

199. Regarding exceeding theme 3:

- The panel identified some evidence of the service seeking the input of families in relation to this standard. In particular, the panel noted surveys provided to families and an example of a parent visiting the service to provide a guitar class.
- The panel also noted the authorised officer's evidence that the nominated supervisor asks coordinators for feedback, and commented that the emphasis seemed to be leadership driven, rather than being



shaped by meaningful engagement with families and / or the community.

- The panel agreed that the service in part collaborated with families, and were good at picking up opportunities as they presented themselves, but this collaboration did not appear to be clearly built into the service's approach to the organisation and continuity of educators.

Decision

200. The panel confirmed the regulatory authority's decision to rate standard 4.1 as 'Meeting NQS' with no exceeding themes demonstrated.

Standard 4.2

201. Standard 4.2 is that:

Management, educators and staff are collaborative, respectful and ethical.

Assessment and rating

Regulatory Authority's View

202. In the draft report for this standard, all elements are rated as met, and no exceeding themes were found to be present.

203. The authorised officer stated for this standard:

Positive, respectful relationships between staff and an atmosphere of openness was observed during the visit. Educators were observed sharing tasks and responsibilities such as supervision, serving afternoon tea and cleaning up. Educators share their knowledge and discuss the needs of individual children and families. This was evident during the visit when educators were observed discussing postponing planned activities for that day as the children were so engaged with the art/craft area. An educator reflection journal is kept documenting conversations, ideas and suggestions such as practices, individual children's interests and program activity ideas. Regular staff and network meetings are held where educators and staff collaborate and share knowledge and ideas such as program activities, chemicals training, workplace safety and 'Positive Language' training. The service's Enrichment Program is used to support educators to share their knowledge and talents with the children and other educators. For example, during the visit, an educator brought her guitar to the service and led a session with the children that included singing songs and demonstrating how to play different chords. The service uses strategies to assist casual and relief educators to feel a sense of belonging to the team and service. This was evident when an



educator was encouraged to contribute to the program by planning cooking activities from her culture with the children.

Educators and staff have access to and are guided by the National Quality Framework, including the National Law and Regulations, the National Quality Standard, The Code of Conduct, the Code of Ethics, the UN Convention of the Rights of the Child, as well as the services' philosophy, policies and procedures. These are available and accessible at the service. Educators use the Early Years Learning Framework (EYLF) and the Framework for School Aged Care, My Time, Our Place (MTO) to plan and develop children's learning. Health and nutrition are guided by Staying Healthy, 5th edition and the Australian Dietary Guidelines. Upon induction, all staff are required to complete Child Protection training.

Approved Provider's View

204. The approved provider provided feedback to the finding for this standard in the draft report, and submitted additional evidence. In their feedback, the approved provider maintained that they should be rated exceeding for this standard.
205. In their feedback, the approved provider submitted that in relation to standard 4.2, exceeding theme 1 they demonstrated the following indicators:
- All interactions between educators and others in the service community are respectful and promote a positive atmosphere within the service.
 - All members of the service team consistently demonstrate a high level of collaboration, affirming, challenging, supporting and learning from each other.
 - All educators show a willingness to share information or ask for assistance from others and acknowledge the strengths and skills of others.
206. In support of this, the approved provider has made the following commentary: *It was commented in the draft report that the service demonstrated **“Positive, respectful relationships between staff and an atmosphere of openness was observed during the visit. Educators were observed sharing tasks and responsibilities such as supervision, serving afternoon tea and cleaning up. Educators shared their knowledge and discuss the needs of individual children and families”** which directly flows from the Exceeding Guidance in standard 4.2 of the guide.*



207. In their feedback, the approved provider submitted that in relation to standard 4.2, exceeding theme 2 they demonstrated the following indicators:

- The service's approach to professional collaboration and standards enables and promotes regular opportunities for all members of the service team, with special consideration to support newly inducted educators, to work collaboratively and to share and learn from each other's existing and developing strengths and skills
- The service's approach to professional collaboration and standards is informed by current recognised guidance and the service's chosen code of conduct and code of ethics.
- Decision-making processes are informed by professional standards, including the service's chosen code of conduct and code of ethics.

208. In support of this, the approved provider has made the following commentary: *Regular meetings are held between educators and the Nominated Supervisor to discuss how the documentation influences them as educators about service operations to further enhance meaningful program deliver and acknowledge their own strengths and skills.*

Educators have opportunities to document through the critical reflection diary, emails to the educational leader and hold verbal conversations at meetings, informal discussions at the program which continues to support educators to learn from each other. As indicated in the Draft Report, this practice is further driven by professional documents/standards and guides including and not limited to; the [REDACTED] Code of Ethics, Code of Conduct, service philosophy, policies and procedures, NQS, UN Convention of the Rights of the Child, Frameworks, National Law and Regulations and [REDACTED] Code of Ethics. Each Educator is thoroughly inducted to [REDACTED] and individually oriented at the service. Educators undertake refresher training annually for Child Protection. Further training is provided to educators including a thorough intensive handover at the service with any internal promotion to a Coordinator role.

Educational Leader training is provided as indicated in the Draft Report. This training enables and promotes each educator to work collaboratively knowing the expectations of the service and goals as indicated in the QIP.

209. In their feedback, the approved provider submitted that in relation to standard 4.2, exceeding theme 3 they demonstrated the following indicators:

- Educators build relationships with families and members of the community that include the exchange of ideas and best practice



- All members of the service team recognise diversity as a strength and work together to promote a culture of inclusiveness and sense of belonging for all children, families and the community, including cultivating a deep respect for Aboriginal and Torres Strait Islander histories and cultures.
- All members of the service team consistently identify and implement culturally sensitive ways to communicate, support and engage with families.

210. In support of this, the approved provider has made the following commentary:
As indicated in the Draft Report “*The service's Enrichment Program is used to support educators to share their knowledge and talents with the children and other educators For example, during the visit, an educator brought her guitar to the service and led a session with the children that included singing songs and demonstrating how to play different chords*”.

As indicated in the Draft Report the [REDACTED] enrichment program was developed in consultation not only with the educators skills and expertise but that of families also. The idea of an enrichment program initially came from a family who plays soccer for the local community soccer club and wanted to share his skills in the program. The enrichment program has been embedded into the program operations over the past year to exchange skills between educators and families, continue to build robust relationships with families towards further meaningful engagement.

Decision

211. Standard 4.2 was rated as 'Meeting NQS', with no exceeding themes demonstrated.

First Tier Review

Approved Provider's View

212. The approved provider submitted that their service should be rated as 'exceeding NQS' in this standard.

213. In support of their submission, the approved provider re-submitted the overarching document addressing each standard and theme, provided in feedback to the draft report.



Regulatory Authority's View

214. Regarding exceeding theme 1, the regulatory authority stated:

*The information on the template submitted with the application for 1st tier review was identical to the information submitted as provider feedback in response to the draft report. The information provided consists of statements with no evidence to substantiate these statements/claims. For example, there is no evidence to show that **'All members** of the service team **consistently demonstrate a high level** of collaboration, affirming, challenging, supporting and learning from each other.'* As stated in the response to the provider feedback *'The statements provided do not suitably demonstrate how the exceeding indicators are being met and are not supported by tangible evidence relevant to the selected indicators, therefore cannot be considered.'*

215. Regarding exceeding theme 2, the regulatory authority stated:

*The information on the template submitted with the application for 1st tier review was identical to the information submitted as provider feedback in response to the draft report. The information provided consists of statements with no evidence to substantiate these statements/claims. There is no in-depth evidence or examples to show that practice in relation to the standard is informed by critical reflection. As stated in the response to the provider feedback *'The statements provided do not suitably demonstrate how the exceeding indicators are being met and are not supported by tangible evidence relevant to the selected indicators, therefore cannot be considered.'**

216. Regarding exceeding theme 3, the regulatory authority stated:

*The information on the template submitted with the application for 1st tier review was identical to the information submitted as provider feedback in response to the draft report. The information provided consists of statements with no evidence to substantiate these statements/claims. There is no in-depth evidence or examples to show that practice in relation to the standard is shaped by meaningful engagement with families and/or the community. As stated in the response to the provider feedback *'The statements provided do not suitably demonstrate how the exceeding indicators are being met and are not supported by tangible evidence relevant to the selected indicators, therefore cannot be considered.'**

217. The regulatory authority made the following overall comments in relation to this standard:

In making this decision we have considered the evidence in the Authorised Officer's instrument that was gathered at the time of the visit, the draft report,



provider feedback received in response to the draft report, the final report and the additional information received that accompanied the application for 1st Tier review. The 1st Tier review application is comprised of statements of claims in relation to the exceeding indicators and references to what has been provided in the original provider feedback.

Decision

218. The rating for Standard 4.2 remained at 'Meeting NQS' with no exceeding themes found

Second Tier Review

Approved Provider's submission

219. In their application for second tier review, the approved provider has re-submitted their submission for first tier review for the panel's consideration.

Panel's Consideration

220. Regarding exceeding theme 1:

- The panel noted that the authorised officer had observed some good practice in their evidence. The authorised officer's instrument documents a high level of collaboration, and staff members sharing information. The authorised officer also noted that interactions between educators were respectful and positive.
- The panel noted that the approved provider's claims were broad and were not clearly evidenced. It was not clear, for example, that the service team demonstrates a high level of challenging each other, how the approach to professional collaboration aligns with the service's code of conduct and service philosophy, or was embedded in practice. It was agreed that intentionality was not a clear part of how the service approached professionalism in a way that reflects a deep understanding of the requirements of the standard.

221. Regarding exceeding theme 2:

- The panel commented on the lack of evidence at a service team or educator level in relation to this standard. The panel found that there was some good observed practice, but not a clear sense of how critical reflection occurred or that practice was guided by a variety of perspectives.



- It was agreed that staff have access to and are guided by professional standards, but no clear evidence that this was occurring beyond what would be expected to meet the National Quality Standard.
- It was also noted that it was not clear how this service had adapted policies and processes to their unique service environment through ongoing critical reflection on opportunities for improvement.

222. Regarding exceeding theme 3:

- The panel commented that there was no clear evidence showing how professionalism was linked with the unique service context, and how recognition of diversity in the service and broader community was considered by staff. For example, there was no clear evidence of how the service team consistently identifies and implements culturally sensitive ways to communicate, support and engage with families
- The panel considered the evidence collected by the authorised officer, and noted that the voices of families to shape practice was not meaningfully present – that relationships built around an exchange of ideas and communication of needs was not demonstrated.

Decision

223. The panel confirmed the regulatory authority's decision. Standard 4.2 remains rated 'Meeting NQS' with no exceeding themes demonstrated.

Quality Area 6

Standard 6.1

224. Standard 6.1 is that:

Respectful relationships with families are developed and maintained and families are supported in their parenting role.

Assessment and rating

Regulatory Authority's View

225. In the draft report for this standard, all elements are rated as met, and no exceeding themes were found to be present. The authorised officer stated:
The service has established an online enrolment process which provides opportunities for educators to identify the individual education and care requirements of each child. After placing an enrolment enquiry, families and children are invited to attend the service for an orientation visit. The Nominated Supervisor explained how this visit is used as an opportunity to gather further information from the families such as children's routines, cultural



needs and medical needs. Feedback from families is provided through a series of surveys at orientation and then every six months. Families are supported and encouraged to be involved in the service and contribute to service decisions through a suggestion jar and the reflection journal in the information area. For example, in a journal reflection a parent wrote, "(name) loves cooking and baking and she's so lucky she can do it at [REDACTED]".

Educators were observed showing respect and valuing families' expertise, culture and beliefs. The Nominated Supervisor advised that most families at the service value academic competency, in line with the school's values and as such place a strong importance on children's homework. In response to several parent requests, the service developed a homework area and 'homework agreement' to support the families. Educators and families discuss children's individual requirements. A review of documents showed the service supporting a child's extra-curricular activities by arranging with the parent to pick up his child after training. Families are supported by the service to share their knowledge and skills. For example, a parent visited the service to conduct a soccer training session with the group. Parent requests are honoured, such as when children require breakfast upon arrival to the before school session and when a child was feeling unwell, the parent requested she rest and do quiet activities for the afternoon.

Current information about the service is available on the company's website where families can access the parent handbook and make enquiries. Newsletters are emailed to families every fortnight and includes a list of upcoming events, program activities and reflections, 'Superstars' award winners and service contact information. Educators keep families updated about the service through daily conversations at drop off and pick up times. This was observed when an educator discussed with a parent about her child's interest in a guitar session. Prescribed information about the service, menu, staff details, the service's quality improvement plan and philosophy are displayed in the information area. There are numerous pamphlets and posters displayed about relevant community services and resources to support parenting and family well-being, such as, libraries, healthy eating, inclusion support, immunisation and sun safety.

Approved Provider's View

226. The approved provider provided feedback to the finding for this standard in the draft report, and submitted additional evidence. In their feedback, the approved provider maintained that they should be rated exceeding for this



standard.

227. In their feedback, the approved provider submitted that in relation to standard 6.1, exceeding theme 1 they demonstrated the following indicators:

- Educators, co-ordinators and the educational leader engage collaboratively and respectfully with families from enrolment and orientation to learn about their expertise, culture, values and beliefs and priorities for their child's learning and wellbeing
- Educators, co-ordinators and the educational leader consistently support families to participate in the service, make meaningful contributions to service decisions, and share in decision making about their child's learning and wellbeing.

228. In support of this, the approved provider has made the following statement:

The service has robust embedded practices that are strongly implemented into the program that provides families consistent opportunities to deeply engage in the service regarding the service operations, their child's engagement and decision making in the following ways;

- *Parent feedback in their child's observations*
- *Enrolment form collects information about their child which then shapes discussions when the parent and child orientates into the service.*
- *Orientation at the service which engages families collaboratively and respectfully from enrolment to orientation by communicating about their child learning and wellbeing and family make up*
- *Parent feedback in daily reflection parent journal*
- *Parent feedback in communication feedback book*
- *Daily open dialogue with educators*
- *Surveys both electronic and paper based*
- *Suggestion Jars*
- *Formal [REDACTED] survey's every 6 months which is communicated by the Nominated Supervisor to the educators, school office and School Principal.*

*It was commented in the draft report "**Educators were observed showing respect and valuing families' expertise, culture and beliefs**" which directly flows from the Exceeding Guidance standard 6.1 in the National Quality Guide for Exceeding guidance.*

*It was commented in the draft report "**families at the service value academic competency, in line with the school's values and as such***



place a strong importance on children's homework this practice has been embedded into the service operations to support family values and beliefs in education in choosing [REDACTED] this demonstrates the embedded exceeding practices within meaning engagement with families and community in addition. This discussion of homework and academic values was completed in consultation with the school principal after feedback from families.

*In was commented in the draft report **"Families are supported by the service to share their knowledge and skills. For example, a parent visited the service to conduct a soccer training session with the group"***

Educators hold robust discussions with families to consult, capture and seek their skills and talents to compliment that of the educator's skills, talents and expertise. Families are consistently supported to participate in the service and make meaningful contributions to all children in the program to learn new skills and support children's wellbeing and development. This is a practice that is embedded and used to critically reflect, evaluate into future programming and planning.

229. In their feedback, the approved provider submitted that in relation to standard 6.1, exceeding theme 2 they demonstrated the following indicators:

- Educators, co-ordinators and the educational leader intentionally consider alternate ways of supporting their participation at the service, and make changes where opportunities to further enhance children's and families outcomes are identified.
- Educators, co-ordinators and the educational leader are able to explain how ongoing engagement with families influences the design and delivery of the educational program.

230. In support of this, the approved provider has made the following statement:

The service has meaningful ways of engaging with families to support and shape ways of critical reflection in the service embedded operations including;

- *Verbal daily discussions*
- *Email correspondence from service to parent, that is not limited to school principal, teachers and nominated supervisor further correspondence*
- *Newsletters*
- *School Assembly*
- *Reflection Journal Feedback*
- *Suggestion Jar*



- *Photo's*
- *Social Media*

Upon discussions and reflection to encourage families to participate in the service effectively the educators developed unique ways to communicate effectively with each family in the above ways.

The educators use the feedback and communication from families to critically reflect on the service operations and are informed by this to shape the further meaningful engagement.

Educators received feedback from a parent regarding her child being shy, by having this direct feedback provided the educators to discuss and critically reflect on how they can further support new children in the program with the buddy system. This buddy program is now embedded into the program and part of the orientation template.

The service educators have developed highly respectful relationships with the families and the school community and this is demonstrated through initial orientation upon enrolment processes.

231. In their feedback, the approved provider submitted that in relation to standard 6.1, exceeding theme 3 they demonstrated the following indicators:

- *Educators, co-ordinators and the educational leader actively support families to build relationships with other families and with relevant community services to strengthen child, parenting and family outcomes.*
- *Educators, co-ordinators and the educational leader consistently tailor their approaches to communicating with and engaging with each family in recognition of individual families' circumstances and ways of connection, and seek out families' views on their preferred means of communication and participation from enrolment.*

232. In support of this, the approved provider has made the following statement:

It was commented in the draft report "there are numerous pamphlets and posters displayed about relevant community services and resources to support parenting and family well-being, such as, libraries, healthy eating, inclusion support, immunisation and sun safety" this is a direct flow from the Exceeding Guidance to actively support families to build relationships with other families and relevant community services to strengthen child, parent and



family outcomes. By having information readily available both in the program and further information on [REDACTED] website this supports educators to hold meaningful conversations with families to support their engagement in the service, with the unique localised geographic council, community links/hubs and is then further extended to other partner [REDACTED] services in WA where the children from [REDACTED] also attend during Vacation Care to keep consistent practices with the same educators working across at the other venues in WA. This shows the strong values and relationships and continued respectfully with each individual family in a meaningful way.

Decision

233. Standard 6.1 was rated as 'Meeting NQS', with exceeding theme 1 found to be demonstrated.

First Tier Review

Approved Provider's View

234. The approved provider submitted that their service should be rated as 'exceeding NQS' in this standard.

235. In support of their submission, the approved provider re-submitted the overarching document addressing each standard and theme, provided in feedback to the draft report.

Regulatory Authority's View

236. Regarding exceeding theme 1, the regulatory authority stated:
*As stated in the response to the provider feedback in the final report 'After a review of the evidence gathered at the time of the visit including, the instrument, photos and the draft report, in conjunction with the provider feedback it is considered the service is **Exceeding National Quality Standard for, Theme 1: Practice is embedded in service operations.**'*

237. Regarding exceeding theme 2, the regulatory authority stated:
The information on the template submitted with the application for 1st tier review was identical to the information submitted as provider feedback in response to the draft report. The information provided consists of statements with no evidence to substantiate these statements/claims. There is no in-depth evidence or examples to show that practice in relation to the standard is informed by critical reflection. The information provided is considered to be 'meeting' practice. As stated in the response to the provider feedback 'The



statements provided do not suitably demonstrate how the exceeding indicators are being met for Themes 2 and 3 and are not supported by tangible evidence relevant to the selected indicators, therefore cannot be considered.'

238. Regarding exceeding theme 3, the regulatory authority stated:

The information on the template submitted with the application for 1st tier review was identical to the information submitted as provider feedback in response to the draft report. The information provided consists of statements with no evidence to substantiate these statements/claims. There is no in-depth evidence or examples to show that practice in relation to the standard shaped by meaningful engagement with families and/or community. As stated in the response to the provider feedback 'In relation to Exceeding Themes 2 and 3, it is noted that three of the indicators identified under Theme 3 relate to Theme 1, therefore are not relevant. All references made to the draft report for these themes are taken from the meeting guidance and are considered meeting practice. The statements provided do not suitably demonstrate how the exceeding indicators are being met for Themes 2 and 3 and are not supported by tangible evidence relevant to the selected indicators, therefore cannot be considered.'

239. The regulatory authority made the following general comments:

In making this decision we have considered the evidence in the Authorised Officer's instrument that was gathered at the time of the visit, the draft report, provider feedback received in response to the draft report, the final report and the additional information received that accompanied the application for 1st Tier review. The 1st Tier review application is comprised of statements of claims in relation to the exceeding indicators and references to what has been provided in the original provider feedback.

Decision

240. The rating for Standard 6.1 remained at 'Meeting NQS', with theme 1 demonstrated.

Second Tier Review

Approved Provider's submission

241. In their application for second tier review, the approved provider has re-submitted their submission for first tier review for the panel's consideration.

Panel's Consideration



242. Regarding exceeding theme 1:

- The panel considered the evidence collected by the authorised officer and submitted by the approved provider in relation to this standard. The panel made the general comment that there were some stand-alone examples of good practice identified in building supportive relationships with families, but not clear evidence that they were embedded in service operations.
- The panel agreed that the service did what was expected to meet the NQS for this Standard. The panel did not see clear evidence about how families are consistently supported to make meaningful contributions to service decisions, and share in decision-making about their child's learning and wellbeing.
- The panel noted that at first tier review this theme was found to be present.

243. Regarding exceeding theme 2:

- The panel made a general comment that the practices evidenced aligned to meeting NQS practice.
- The panel agreed that there was not the evidence of intentional practice informed by deep critical reflection or robust discussion about practice. The panel was unable to find strong evidence of educator voices in relation to this standard. For example, it was not clear that as a team, educators, co-ordinators and the educational leader engage in robust debate and discussion about the service's approach to engaging with families and supporting their participation at the service.

244. Regarding exceeding theme 3:

- The panel considered the evidence collected during the assessment and rating visit, and the submissions of the approved provider. They commented generally that there was strong meeting-level practice, but not the level of meaningful engagement that shapes practice, which is required to support this theme being present.
- The panel noted that in this standard the service demonstrated some good practice in engaging with their broader community and families. The panel discussed some one-off examples including enrolment practices, providing spaces to complete homework and soccer training. However, on balance, the panel did not see evidence of an approach to building and maintaining partnerships at the level expected at exceeding NQS for this standard.

Decision



245. The panel amended the regulatory authority's finding that exceeding theme 1 was demonstrated for this standard. The overall rating for Standard 6.1 is 'Meeting NQS' with no exceeding themes demonstrated.

Standard 6.2

246. Standard 6.2 is that:

Collaborative partnerships enhance children's inclusion, learning and wellbeing.

Assessment and rating

Regulatory Authority's View

247. In the draft report for this standard, all elements are rated as met, and no exceeding themes were found to be present.

248. The authorised officer stated:

The service is situated in a primary school. At orientation, families are invited to the service to meet with the coordinator to discuss any special requirements or additional needs for the child to smooth transitions. Educators ensure that special diets and medical requirements such as Ventolin inhalers are provided at the service. Information is shared with families during discussions at drop off and collection and noted in the 'notes' section on the online sign in/out system. A 'buddy system' is used to support younger children to transition to the service from school. The co-ordinator advised that during term, kindy and pre-primary children are dropped off and collected from their classrooms. This provides for sharing information about the child's day and obtaining any information and/or notes to pass between families, the service and the school, such as a child being unwell. A review of documentation showed the service supports children to attend extra-curricular activities, such as a child who attends soccer training. A homework area was developed at the service to support families' needs to ensure children completed their homework at the service to assist with home routines.

Currently there are no children in attendance with inclusion support needs. However, the co-ordinator and Nominated Supervisor are aware of the process to follow to access inclusion support funding through an inclusion support agency, should the need arise. A representative from Communicare recently visited the service to provide refresher training to educators on access and participation of children with additional needs.



The Nominated Supervisor explained the service builds relationships with the school community through regular communication with the school. Meetings with the school principal are held every term where the Nominated Supervisor discusses the term report which includes, program activities, upcoming events, marketing, daily child attendances, staff information and professional development and training. The school principal is emailed service newsletters, the company magazine and other information relating to the service such as staff changes and maintenance issues. The Nominated Supervisor said, "We really pride ourselves with our relationship with the school, the openness and transparency. It's really special." Links with the school are further strengthened through the services' participation in the school's fortnightly assembly, where their 'Superstars' awards are announced and awarded. The Nominated Supervisor facilitates a discussion at the school's parent information evening's where she provides program and other relevant service information. Links have been established with the local community library, where the librarian has visited several times to read stories and do activities, such as making chatterboxes. The co-ordinator meets with her regularly to discuss program activities and is provided with resources to use, such as books and templates. The Nominated Supervisor said the service is involved in the company's 'Share the Kindness' program where they accrue points for acts of kindness within the community, which are then converted to dollars and donated to a charity chosen by the children and educators. For example, children were awarded points for opting to donate their food scraps to the school's compost bin.

Approved Provider's View

249. The approved provider provided feedback to the finding for this standard in the draft report, and submitted additional evidence.
250. In their feedback, the approved provider maintained that they should be rated exceeding for this standard.
251. In their feedback, the approved provider submitted that in relation to standard 6.2, exceeding theme 1 they demonstrated the following indicators:
- Educators, co-ordinators and the educational leader establish and maintain ongoing collaborative partnerships with the community and support agencies to enhance children's learning, wellbeing and participation.



- Educators, co-ordinators and the educational leader systematically promote continuity of learning and transitions for each child by sharing relevant information, clarifying responsibilities, and building collaborative strategies with relevant stakeholders.

252. In support of this, the approved provider has made the following statement:

*Educators have formed strong partnerships with families, school key stakeholders and the community, this includes Communicare who supported the service to design and implement the **Service Strategic Inclusion Plan (SIP)** to enable full participation for every child.*

*This established ongoing collaborative partnership is evident with the smooth transition of operations as commented in the Draft report when "Information is shared with families during discussions at drop off and collection and noted in the 'notes' section on the online sign in/out system. The co-ordinator advised that during term, kindy and pre-primary children are dropped off and collected from their classrooms. **This provides for sharing information about the child's day and obtaining any information and/or notes to pass between families, the service and the school, such as a child being unwell.***

By having a continuity of educators at the service, this promotes familiarity, trusting relationships in further strengthen the embedded practices at the service and continuity of transitions.

Further embedded practices are demonstrated with local community links practiced in the program to enhance the children's learning, participation and wellbeing.

As indicated in the report "Links have been established with the local community library, where the librarian has visited several times to read stories and do activities, such as making chatterboxes. The co-ordinator meets with her regularly to discuss program activities and is provided with resources to use, such as books and templates".

253. In their feedback, the approved provider submitted that in relation to standard 6.2, exceeding theme 2 they demonstrated the following indicators:

- Educators, co-ordinators and the educational leader are able to explain how ongoing community engagement influences the design and delivery of the educational program and supports children's learning, wellbeing and enables full participation in the program.



- Educators, co-ordinators and the educational leader are aware of and able to discuss how the service's approach to inclusion support and supporting transitions between learning environments aligns with practice theory, the approved learning framework/s and the service's policies and procedures.

254. In support of this, the approved provider has made the following statement:

As determined in the Exceeding Guidance guide the established ongoing relationship with the local community has formed part of the educators documented critical reflection to assess the children's participation and discussions by educators to support full participation by the children. The librarian holds discussions with the educators and children to firmly link their interests and needs into the next visit and further extension on program planning for QA 1.

255. In their feedback, the approved provider submitted that in relation to standard 6.2, exceeding theme 3 they demonstrated the following indicators:

- Educators, co-ordinators and the educational leader support families to build relationships with relevant community services and agencies that enhance children's wellbeing, learning and participation in the educational program
- Educators, co-ordinators and the educational leader seek out and build new community partnerships in response to the perspectives, priorities and strengths of the children and families at the service, including the changing support and transition needs of children including the direct request of families if appropriate.

256. In support of this, the approved provider has made the following statement:

To support families to build relationships with their local relevant community services and agencies the service has demonstrated at the time of the visit a large range of information in the community links folder, displays in the room and hold regular discussions both formally at parent Kindy nights to support children's transitions where families can ask questions about services available to them in the area and discussions held informally as part of daily communications by the educators.

As indicated in the Exceeding Guidance guide and in the Draft report provided the current embedded practices at this service for parents to access include;

- *Local Council Maternal Health Nurse*
- *Information*



- *Immunisation Information/sessions*
- *Online Cyber Safety*
- *Healthy Eating and creating healthy*
- *Lunchboxes*
- *Infectious Diseases*
- *Parent Information Sessions to support their child's learning and wellbeing*

Decision

257. Standard 6.2 was rated as 'Meeting NQS', with no exceeding themes demonstrated.

First Tier Review

Approved Provider's View

258. The approved provider submitted that their service should be rated as 'exceeding NQS' in this standard. In support of their submission, the approved provider re-submitted the overarching document addressing each standard and theme, provided in feedback to the draft report, and a copy of their strategic inclusion plan.

Regulatory Authority's View

259. Regarding exceeding theme 1, the regulatory authority stated that:
It is acknowledged that the following was provided with the application for 1st tier review:

- *Five photos with the following notations: 'Librarian visit Nov 2017', 'Program Planner – Librarian visit Nov 2017 part 1', 'Program Planner – Librarian visit Nov 2017 part 2', 'Reflection Journal – Librarian visit Nov 2017' and 'Newsletter piece – Librarian visit Nov 2017 & Share Kindness Project for local chosen community'.*
- *Strategic Inclusion Plan (SIP).*

However, it is not clear which theme and indicator the 'Librarian' photos relate to. It is evident that the SIP now includes progress notes. Most of the information on the template submitted with the application for 1st tier review was identical to the information submitted as provider feedback in response to the draft report. The information provided consists of statements with no evidence to substantiate these statements/claims. There is no in-depth evidence or examples to show that practice in relation to the standard is



embedded in practice. In relation to the exceeding indicators there is no evidence to show that the 'Educators, coordinators and the educational leader have established and maintain ongoing collaborative partnerships with the community and link with community and support agencies to enhance children's learning, wellbeing and participation'. As stated in the response to the provider feedback 'The statements provided do not suitably demonstrate how the selected exceeding indicators are being met and are not supported by sufficient tangible evidence, therefore cannot be considered.'

260. Regarding exceeding theme 2, the regulatory authority stated:

It is acknowledged that the above mentioned 'Librarian' photos were provided with the application for 1st tier review. However, these photos do not clearly demonstrate that practice is shaped by critical reflection. Most of the information on the template submitted with the application for 1st tier review was identical to the information submitted as provider feedback in response to the draft report. The information provided consists of statements with no evidence to substantiate these statements/claims. There is no in-depth evidence or examples to show that practice in relation to the standard is shaped by critical reflection. As stated in the response to the provider feedback 'The statements provided do not suitably demonstrate how the selected exceeding indicators are being met and are not supported by sufficient tangible evidence, therefore cannot be considered.'

261. Regarding exceeding theme 3, the regulatory authority stated:

It is acknowledged that the above mentioned 'Librarian' photos were provided with the application for 1st tier review. However, these photos do not clearly demonstrate that practice is shaped by meaningful engagement with families and/or the community. Most of the information on the template submitted with the application for 1st tier review was identical to the information submitted as provider feedback in response to the draft report. The information provided consists of statements with no evidence to substantiate these statements/claims. There is no in-depth evidence or examples to show that practice in relation to the standard is shaped by meaningful engagement with families and/or community. As stated in the response to the provider feedback 'The statements provided do not suitably demonstrate how the selected exceeding indicators are being met and are not supported by sufficient tangible evidence, therefore cannot be considered.'

262. The regulatory authority made the following overarching comments:

In making this decision we have considered the evidence in the Authorised Officer's instrument that was gathered at the time of the visit, the draft report,



provider feedback received in response to the draft report, the final report and the additional information received that accompanied the application for 1st Tier review. The 1st Tier review application is comprised of statements of claims in relation to the exceeding indicators and references to what has been provided in the original provider feedback and some additional documentation.

Decision

263. The rating for Standard 6.2 remained at 'Meeting NQS', with no exceeding themes demonstrated.

Second Tier Review

Approved Provider's submission

264. In their application for second tier review, the approved provider has re-submitted their submission for first tier review for the panel's consideration.

Panel's Consideration

265. Regarding exceeding theme 1:

- The panel considered the evidence collected by the authorised officer during the assessment and rating visit and the submission of the approved provider. The panel made a general comment that a lot of the evidence collected related to specific practices, but that there was not clear evidence of how the service systematically establishes and maintains ongoing collaborative partnerships in a way that demonstrates embedded practice for this standard.

266. Regarding exceeding theme 2:

- The panel considered the evidence collected by the authorised officer during the assessment and rating visit and the submission of the approved provider. The panel commented that there was not clear evidence of staff engaging in robust debate and discussion, or critical reflection of how partnerships were built and maintained. The panel agreed further that there was limited evidence of the service purposefully seeking to build partnerships, or educators being able to explain the importance of collaborative partnerships or the need to challenge stereotypes or promote diverse cultural understandings.

267. Regarding exceeding theme 3:

- The panel noted that there was some evidence that the service welcomed and reflected on the priorities of families and children in this area. However, the panel commented that there was limited evidence



of educators, coordinators and leaders seeking out and building community partnerships and that the evidence suggested the service was operating with a limited view of what inclusion meant in their context.

Decision

268. The panel confirmed the regulatory authority's rating for this standard of 'Meeting NQS' with no exceeding themes demonstrated.

Quality Area 7

Standard 7.1

269. Standard 7.1 is that:

Governance supports the operation of a quality service.

Assessment and rating

Regulatory Authority's View

270. In the draft report for this standard, all elements are rated as met, and no exceeding themes were found to be present. In the draft report, the authorised officer stated:

The service's statement of philosophy is displayed at the service and is reviewed every term in consultation with children, families and educators. The service philosophy was reflective of the services operations. For example, the philosophy states, "Each child is believed to be individually different – having their own interests, therefore, they are encouraged and supported to contribute their ideas in the program...". This was evident in a review of the reflection journals where children indicated their suggestions for activities in writing, such as "make short bread or scones", "art day, making unicorns and flowers", "adventure day" and "nature day". These activities were then added to future programs.

A number of systems are in place to effectively manage and operate the service. The service uses an online system which families, management and staff can access and provides information relating to enrolments, enquiries, bookings, signing in and out, fees and statements, session prices and children's dietary and medical needs. An online search engine is used by educators and staff to access the internet, email and other applications. The service liaises with families and the wider community through the service phone, iPads and laptop. An online system is used by educators and management to access and generate shifts, rosters and payroll information.



Reporting responsibilities to the relevant regulatory authorities are carried out by the Nominated Supervisor through an online 'program management dashboard', in line with regulatory requirements. Policies and procedures are available at the service to educators and families and are reviewed annually.

A thorough induction process is used to ensure that educators are aware of their roles and responsibilities. The Nominated Supervisor conducts a three-hour face-to-face induction process in which roles and responsibilities are outlined and discussed through a series of presentations and videos such as, programming and reporting incidents. At a service level, an orientation process is undertaken by new staff that includes an overview of practices, policies and procedures and emergency evacuation plans.

Approved Provider's View

271. The approved provider provided feedback to the finding for this standard in the draft report, and submitted additional evidence. In their feedback, the approved provider maintained that they should be rated exceeding for this standard.
272. In their feedback, the approved provider submitted that in relation to standard 7.1, exceeding theme 1 they demonstrated the following indicators:
- Well established governance arrangements and administrative systems consistently support the operation of a high quality service and drive continuous quality improvement.
 - Persons with management responsibilities are able to discuss and demonstrate how the statement of philosophy underpins service operations, and explain how it was developed and how and when it is reviewed.
273. In support of this, the approved provider has made the following statement:
The individual displayed service philosophy has been developed in consultation with families, children and educator values and expertise. The overarching philosophy of the approved provider together with the individual service philosophy and the cultural context of the school underpins the service philosophy and core school community values and approved provider mission statement.
274. In their feedback, the approved provider submitted that in relation to standard 7.1, exceeding theme 2 they demonstrated the following indicators:



- Educators, co-ordinators and those with management responsibilities critically reflect on the statement of philosophy, individually and together, to ensure it aligns with the service's current purpose, priorities, and approach to practice, and make changes where required to strengthen alignment and drive continuous improvement.
- The service supports and enables all members of the service team to provide feedback.

275. In support of this, the approved provider has made the following statement:
Educators reflect with the children on a daily basis at group times, discussions with families, input from surveys and parent feedback in the journal to promote robust practices as this was evident in the Draft report "This was evident in a review of the reflection journals where children indicated their suggestions for activities in writing, such as "make short bread or scones", "art day, making unicorns and flowers", "adventure day" and "nature day". These activities were then added to future programs" demonstrating this is an embedded practice that is well established with not only forming the educational program and practice but that of driving high quality continuous practices.

As indicated in the Draft Report "A thorough induction process and clearly defined job descriptions educators are aware of the expectations of their role".

Service goals are discussed at staff meetings, QIP network sessions and Professional Development sessions and implemented by all educators. By holding regular staff meetings this provides educators to give feedback at an open forum. Feedback from educators is also collected via email and educator surveys. All [REDACTED] departments take an active role in communicating what the goals are for all educators every 6 months formally.

Online training tools and checklists are available and accessible to teams to ensure that they are have appropriate tools available to them to undertake their respective roles. Through the appraisal process, goals are set and discussed so that all educators understand what they are required to do.

When relevant governance systems are changed, this is communicated to all [REDACTED] employees via Network Meetings held twice per term, through email communication and by the Senior Operations Manager when visiting the service.

276. In their feedback, the approved provider submitted that in relation to standard 7.1, exceeding theme 3 they demonstrated the following indicators:



- The service supports and enables families and the community to provide feedback on governance arrangements and administrative systems, including decision-making and feedback processes.
- Educators, co-ordinators and those with management responsibilities actively support families and the community to understand the roles and responsibilities of members of the service team and how to engage with the service's feedback processes.
- Educators, co-ordinators and those with management responsibilities actively support families and the community to meaningfully engage with the service philosophy, policies and procedures, and to provide feedback and contribute to regular reviews.

277. In support of this, the approved provider has made the following statement:

Educator [REDACTED] is a very experienced educator with excellent experience within the sector and leads and manages her team effectively. Educator [REDACTED] has progressed with [REDACTED] from being a Educator Assistant at another [REDACTED] service to a 2IC to now the Educational Leader at [REDACTED]. Educator [REDACTED] is given support through the Nominated Supervisor/Senior Operations Manager with frequent visits to the service to ensure ongoing support and feedback is provided to critically reflect further and review documentation, service practices and effective governance. Feedback from families, [REDACTED] management and visits from other [REDACTED] educators as part of the mentor program along with visits by the [REDACTED] Governance Company structure including Owner and CEO [REDACTED] WA Business Development Manager [REDACTED] People and Culture Manager, National Operations Manager [REDACTED] also visits the service to add a further level of support and expertise.

Decision

278. Standard 7.1 was rated as 'Meeting NQS', with no exceeding themes demonstrated.

First Tier Review

Approved Provider's View

279. The approved provider submitted that their service should be rated as 'exceeding NQS' in this standard.



280. In support of their submission, the approved provider re-submitted the overarching document addressing each standard and theme, provided in feedback to the draft report.

Regulatory Authority's View

281. Regarding Exceeding theme 1, the regulatory authority stated:
Most of the information on the template submitted with the application for 1st tier review was identical to the information submitted as provider feedback in response to the draft report. The information provided consists of statements with no evidence to substantiate these statements/claims. There is no in-depth evidence or examples to show that practice in relation to the standard is embedded in service operations. As stated in the response to the provider feedback 'The statements provided do not suitably demonstrate how the exceeding indicators are being met (it is acknowledged that in some cases part of the indicator is met) and are not supported by tangible evidence relevant to the selected indicators, therefore cannot be considered.'
282. Regarding exceeding theme 2, the regulatory authority stated:
Most of the information on the template submitted with the application for 1st tier review was identical to the information submitted as provider feedback in response to the draft report. The information provided consists of statements with no evidence to substantiate these statements/claims. There is no in-depth evidence or examples to show that practice in relation to the standard is shaped by critical reflection. As stated in the response to the provider feedback 'The statements provided do not suitably demonstrate how the exceeding indicators are being met (it is acknowledged that in some cases part of the indicator is met) and are not supported by tangible evidence relevant to the selected indicators, therefore cannot be considered.'
283. Regarding exceeding theme 3, the regulatory authority stated:
Most of the information on the template submitted with the application for 1st tier review was identical to the information submitted as provider feedback in response to the draft report. The information provided consists of statements with no evidence to substantiate these statements/claims. There is no in-depth evidence or examples to show that practice in relation to the standard is shaped by meaningful engagement with families and/or the community. As stated in the response to the provider feedback 'The statements provided do not suitably demonstrate how the exceeding indicators are being met (it is acknowledged that in some cases part of the indicator is met) and are not supported by tangible evidence relevant to the selected indicators, therefore



cannot be considered.'

284. The regulatory authority made the following overarching comments in relation to this standard:

In making this decision we have considered the evidence in the Authorised Officer's instrument that was gathered at the time of the visit, the draft report, provider feedback received in response to the draft report, the final report and the additional information received that accompanied the application for 1st Tier review. The 1st Tier review application is comprised of statements of claims in relation to the exceeding indicators and references to what has been provided in the original provider feedback.

Decision

285. The rating for Standard 7.1 remained at 'Meeting NQS', with no exceeding themes demonstrated.

Second Tier Review

Approved Provider's submission

286. In their application for second tier review, the approved provider has re-submitted their submission for first tier review for the panel's consideration.

Panel's Consideration

287. Regarding exceeding theme 1:

- The panel made an overarching comment in relation to the service's operating context as being a part of a larger, multi-service operation. The panel considered how policies, processes and systems are adapted to the unique operations of the service.
- The panel commented that there is not a lot of evidence to demonstrate that well established governance systems consistently support the operation of the service and drive continuous quality improvement. The panel also commented that there is no clear evidence to show that educators' daily practice is underpinned by the service philosophy and how they are involved in regular review of the philosophy.

288. Regarding exceeding theme 2:

- The panel commented that the evidence collected by the authorised officer and the submissions of the provider are focussed on activities



and actions, with no clear evidence of critical reflection on the reasons for practice, how it aligns with service priorities and approach, and how educators and leaders are finding opportunities for improvement.

- The panel commented that the letter submitted by the service in the application commenting on national consistency related to their consideration of this standard. The panel considered that critical reflection about quality needs to be driven by consideration of service practice that improves outcomes for their unique community and families, rather than automatically expecting direct consistency or comparability between services at an organisational level.
- The panel commented that there was limited evidence of educator critical reflection on, and input into, the statement of philosophy or that there were opportunities for all members of the service team to be included in decision making processes.

289. Regarding exceeding theme 3:

- The panel agreed that there were some examples of practice for this theme, and that there was evidence of educators engaging with families around service operations.
- The panel agreed, however, that while the service was good at requesting and taking information from families, there was not a clear sense of how that feedback was followed up and shaped service operations.

Decision

290. The panel confirmed the rating for Standard 7.1 as 'Meeting NQS' with no exceeding themes demonstrated.

Standard 7.2

291. Standard 7.2 is that:

Effective leadership builds and promotes a positive organisational culture and professional learning community.

Assessment and rating

Regulatory Authority's View

292. In the draft report for this standard, all elements are rated as met, and no exceeding themes were found to be present. The authorised officer stated that:



Effective self-assessment of the service is in place and supported by the Nominated Supervisor during her visits to the service. The Quality Improvement Plan (QIP) is reviewed every term during 'QIP workshops' at team meetings in conjunction with the Nominated Supervisor, co-ordinators and educators from the Approved Provider's two other services. The Nominated Supervisor provides feedback and support and helps educators to set goals to work towards, such as routines, program cycle and reflections and communication. A review of documentation showed the service discussing ways to reflect on each child's learning and development to be assessed and evaluated as part of a cycle of planning. A new template for a program planner was implemented to support their reflection practices.

The co-ordinator who is also the Educational Leader, is provided with designated time to review and lead the program. It was explained how this time is used to review the program, write observations and reflections and mentor educator's. The Nominated Supervisor facilitated an induction for the Educational Leader when she was new to her role, which consisted of professional development in the changes to the National Quality Standards and a three-day handover where she was introduced to families and educators. The Educational Leader explained that she is supported in her role by the Nominated Supervisor, who despite being located in another state, communicates weekly via email and telephone to provide feedback and support. Visits to the service are conducted 2-3 times per term by the Nominated Supervisor where issues such as the program, practices and operations matters are reviewed. The Educational Leader is further supported through regular network meetings with the Approved Provider's other Educational Leaders where they review and develop the program activities, excursions for the vacation care program and service and educator practices and procedures.

Educator's performance reviews are completed by the co-ordinator three months after commencing employment and annually thereafter. A "Job Knowledge and Work Output" checklist is completed which rates educator's outcomes as 'exceeding', 'meeting', 'working towards' or 'significant improvement required'. Professional development plans are developed from the performance reviews where educators set specific goals and actions. For example, the co-ordinator wanted to build stronger relationships with the families at the service and invited them to share their skills and knowledge with the service. Professional development plans are reviewed every six months. Co-ordinator performance reviews and professional development plans are completed by the Nominated



Supervisor.

Approved Provider's View

The approved provider provided feedback to the finding for this standard in the draft report, and submitted additional evidence.

293. In their feedback, the approved provider maintained that they should be rated exceeding for this standard.

294. In their feedback, the approved provider submitted that in relation to standard 7.2, exceeding theme 1 they demonstrated the following indicators:

- Effective leadership builds and consistently promotes a positive organisational culture and professional learning community that supports all members of the service team to develop as professionals and contribute meaningfully to quality improvement processes.
- The educational leader is able to discuss and demonstrate how they are supported by the service's leadership team and work collaboratively with educators to effectively lead the development of the curriculum and set high expectations for teaching and learning.
- Educators are able to discuss and demonstrate how they are supported by the educational leader to learn and grow in their professional practice, and how they work with the educational leader to consistently deliver and educational program that sets high expectations for each child's learning.

295. In support of this, the approved provider has made the following statement:

As indicated through the Exceeding Guidance Guide the below embedded practice as indicated as an Exceeding theme demonstrates that there is an effective quality improvement process in place. All Educators meet twice per term to formally discuss the QIP and service successes and suggested improvements. Formal QIP meetings are held with all educators at the service and neighbouring services so that all educators can contribute to the development.

The above demonstrates effective embedded leadership qualities with building consistency positive culture and learning opportunities for all educators to learn, develop, and contribute meaningfully to the ongoing QIP embedded processes as indicated through the Exceeding Guidance guide through theme 1.



296. In their feedback, the approved provider submitted that in relation to standard 7.2, exceeding theme 2 they demonstrated the following indicators:

- The service supports and enables all members of the service team to provide feedback on quality improvement processes and this feedback is respectfully considered.
- All members of the team regularly reflect on their own learning and professional development goals and opportunities to strengthen their performance and practice, and share their insights through informal and formal performance discussions to support alignment of expectations and goals.

297. In support of this, the approved provider has made the following statement:

There is a comprehensive performance cycle in place for staff which starts at the end of the probation period with the formal appraisal taken place annually and the PDP is reviewed every 6 months. The appraisal is closely linked to the staff member's job description. The performance process is documented and specific goals are set in consultation with all key persons to support ongoing improvement, celebrate key strengths and contributions and ensure ongoing professional learning is encouraged and made available.

The educator's professional development plan is closely linked to the outcomes of the appraisal process and individual team needs as identified in staff meeting or as identified from feedback from the management team, service visitations. In between the formal process there are regular ongoing discussions, mentoring across all WA services that occur between educators and ██████ management and reviewed before the next appraisal cycle commences by the lead Educational Leaders across the WA services, to evaluate the educators performance and keep goals consistent.

298. In their feedback, the approved provider submitted that in relation to standard 7.2, exceeding theme 3 they demonstrated the following indicators:

- The service supports and enables families and the community to provide feedback on quality improvement processes, and this feedback is actively considered as part of the regular cycle of self-assessment that supports continuous quality improvement.
- The service builds and maintains community partnerships that strengthen the professional learning community and support continuous quality improvement, enhancing outcomes for children,



families, and the service team.

299. In support of this, the approved provider has made the following statement:
The QIP is made available to families and through discussions had with children and families their voice considered within the QIP. The QIP is available at the sign in/out table so that it is very accessible for parents to site. This also serves to prompt parents on providing feedback.

Decision

300. Standard 7.2 was rated as 'Meeting NQS', with no exceeding themes demonstrated.

First Tier Review

Approved Provider's View

301. The approved provider submitted that their service should be rated as 'exceeding NQS' in this standard.
302. In support of their submission, the approved provider re-submitted the overarching document addressing each standard and theme, provided in feedback to the draft report.

Regulatory Authority's View

303. Regarding exceeding theme 1, the regulatory authority stated:
Most of the information on the template submitted with the application for 1st tier review was identical to the information submitted as provider feedback in response to the draft report. The information provided consists of statements with no evidence to substantiate these statements/claims. There is no in-depth evidence or examples to show that practice in relation to the standard is embedded in service operations. As stated in the response to the provider feedback 'The statements provided do not suitably demonstrate how the exceeding indicators are being met and are not supported by tangible evidence relevant to the selected indicators, therefore cannot be considered.'
304. Regarding exceeding theme 2, the regulatory authority stated:
Most of the information on the template submitted with the application for 1st tier review was identical to the information submitted as provider feedback in response to the draft report. The information provided consists of statements



with no evidence to substantiate these statements/claims. There is no in-depth evidence or examples to show that practice in relation to the standard is shaped by critical reflection. As stated in the response to the provider feedback 'The statements provided do not suitably demonstrate how the exceeding indicators are being met and are not supported by tangible evidence relevant to the selected indicators, therefore cannot be considered.'

305. Regarding exceeding theme 3, the regulatory authority stated:

Most of the information on the template submitted with the application for 1st tier review was identical to the information submitted as provider feedback in response to the draft report. The information provided consists of statements with no evidence to substantiate these statements/claims. There is no in-depth evidence or examples to show that practice in relation to the standard is shaped by meaningful engagement with families and/or community. As stated in the response to the provider feedback 'The statements provided do not suitably demonstrate how the exceeding indicators are being met and are not supported by tangible evidence relevant to the selected indicators, therefore cannot be considered.'

306. The regulatory authority made the following overarching comments:

In making this decision we have considered the evidence in the Authorised Officer's instrument that was gathered at the time of the visit, the draft report, provider feedback received in response to the draft report, the final report and the additional information received that accompanied the application for 1st Tier review. The 1st Tier review application is comprised of statements of claims in relation to the exceeding indicators and references to what has been provided in the original provider feedback.

Decision

307. The rating for Standard 7.2 remained at 'Meeting NQS', with no exceeding themes demonstrated.

Second Tier Review

Approved Provider's submission

308. In their application for second tier review, the approved provider has re-submitted their submission for first tier review for the panel's consideration.

Panel's Consideration

309. Regarding exceeding theme 1:



- The panel agreed that the service had meeting level practice in place, but that evidence and the provider's submission focussed on activities they were doing rather than providing a clear sense of what informed practice. For example, it was not clear that all members of the service team are able to explain how the service's performance evaluation process consistently supports their learning and development goals and growth as professionals.
- The panel made the general comment that the educator voice was not well represented in the body of evidence for this standard.

310. Regarding exceeding theme 2:

- The panel considered the evidence collected by the authorised officer during the assessment and rating visit and the submissions of the approved provider.
- The panel noted that educators meet twice a term to discuss the QIP and work with neighbouring services. The panel commented that they would have liked to have seen more evidence of how these meetings influenced practice and operations as part of a cycle of continuous quality improvement.

311. Regarding exceeding theme 3:

- The panel considered the evidence available for this standard. The panel commented that there was limited evidence on which to make judgements, but it was agreed that there was not clear evidence of how educators and those with management responsibilities are bringing in families to leadership processes, and how their input shapes practice. In particular, it was not clear that families and the community participate meaningfully in the service's quality improvement processes, including the development and review of the Quality Improvement Plan.

Decision

312. The panel confirmed the rating for Standard 7.2 as 'Meeting NQS' with no exceeding themes demonstrated.