

File Reference:
(if applicable)

National Quality Standard

Assessment and Rating Report



Service Name	<input type="text"/>	
Service Approval Number	<input type="text"/>	
Provider Name	<input type="text"/>	
Provider Approval Number	<input type="text"/>	
Assessment & Rating Number	<input type="text"/>	
Report Status	<input type="text"/>	Date Report Completed <input type="text"/>

About this report

Purpose

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

The goals of the report are to provide:

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

The rating system

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

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

Further information on how ratings are determined is available in the [Guide to the National Quality Framework](#) (Section 3 – National Quality Standard and Assessment and Rating) available on the ACECQA website www.acecqa.gov.au.

Assessment and rating visit details

Type of service

Long Day Care

Outside School Hours Care (OSHC)

Family Day Care

Preschool/Kindergarten

Nominated Supervisor

Nominated Supervisor

Primary Contact

(for assessment & rating)

Quality Improvement Plan

Date Received

Visit/s

Date

Authorised officers

Name 1

Name 2

Further information (if applicable)

Visit Details:

Date:

Time:

Number of children:

Quality Area 1 – Educational program and practice

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

Demonstration of Exceeding themes for Standard 1.1

Practice is embedded in service operations
 Practice is informed by critical reflection
 Practice is shaped by meaningful engagement with families and/or the community

Standard 1.1 is rated

Evidence for Standard 1.1

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

Demonstration of Exceeding themes for Standard 1.2

Practice is embedded in service operations Practice is informed by critical reflection Practice is shaped by meaningful engagement with families and/or the community	
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Standard 1.2 is rated

Evidence for Standard 1.2

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

Demonstration of Exceeding themes for Standard 1.3

Practice is embedded in service operations Practice is informed by critical reflection Practice is shaped by meaningful engagement with families and/or the community	
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Standard 1.3 is rated

Evidence for Standard 1.3

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Quality Area 1 summary

QA1 Minor Adjustment Notes

QA1 Quality Improvement Plan Notes

QA1 Compliance Notes

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

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

Quality Area 1 is rated

Quality Area 2 – Children’s health and safety

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

Demonstration of Exceeding themes for Standard 2.1

<p>Practice is embedded in service operations</p> <p>Practice is informed by critical reflection</p> <p>Practice is shaped by meaningful engagement with families and/or the community</p>	
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Standard 2.1 is rated

Evidence for Standard 2.1

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

Demonstration of Exceeding themes for Standard 2.2

<p>Practice is embedded in service operations</p> <p>Practice is informed by critical reflection</p> <p>Practice is shaped by meaningful engagement with families and/or the community</p>	
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Standard 2.2 is rated

Evidence for Standard 2.2

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Quality Area 2 summary

QA2 Minor Adjustment Notes

QA2 Quality Improvement Plan Notes

QA2 Compliance Notes

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

Quality Area 2 is rated

Quality Area 3 – Physical environment

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

Demonstration of Exceeding themes for Standard 3.1

Practice is embedded in service operations Practice is informed by critical reflection Practice is shaped by meaningful engagement with families and/or the community	
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Standard 3.1 is rated

Evidence for Standard 3.1

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

Demonstration of Exceeding themes for Standard 3.2

Practice is embedded in service operations Practice is informed by critical reflection Practice is shaped by meaningful engagement with families and/or the community	
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Standard 3.2 is rated

Evidence for Standard 3.2

Quality Area 3 summary

QA3 Minor Adjustment Notes

QA3 Quality Improvement Plan Notes

QA3 Compliance Notes

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

Quality Area 3 is rated

Quality Area 4 – Staffing arrangements

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

Demonstration of Exceeding themes for Standard 4.1	
<p>Practice is embedded in service operations</p> <p>Practice is informed by critical reflection</p> <p>Practice is shaped by meaningful engagement with families and/or the community</p>	

Standard 4.1 is rated	
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Evidence for Standard 4.1	

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

Demonstration of Exceeding themes for Standard 4.2

Practice is embedded in service operations Practice is informed by critical reflection Practice is shaped by meaningful engagement with families and/or the community	
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Standard 4.2 is rated

Evidence for Standard 4.2

Quality Area 4 summary

QA4 Minor Adjustment Notes

QA4 Quality Improvement Plan Notes

QA4 Compliance Notes

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

Quality Area 4 is rated

Quality Area 5 – Relationships with children

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

Demonstration of Exceeding themes for Standard 5.1

Practice is embedded in service operations
Practice is informed by critical reflection
Practice is shaped by meaningful engagement with families and/or the community

Standard 5.1 is rated

Evidence for Standard 5.1

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

Demonstration of Exceeding themes for Standard 5.2

Practice is embedded in service operations Practice is informed by critical reflection Practice is shaped by meaningful engagement with families and/or the community	
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Standard 5.2 is rated

Evidence for Standard 5.2

Quality Area 5 summary

QA5 Minor Adjustment Notes

QA5 Quality Improvement Plan Notes

QA5 Compliance Notes

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

Quality Area 5 is rated

Quality Area 6 – Collaborative partnerships with families and communities

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

Demonstration of Exceeding themes for Standard 6.1

Practice is embedded in service operations
 Practice is informed by critical reflection
 Practice is shaped by meaningful engagement with families and/or the community

Standard 6.1 is rated

Evidence for Standard 6.1

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

Demonstration of Exceeding themes for Standard 6.2		
	Practice is embedded in service operations Practice is informed by critical reflection Practice is shaped by meaningful engagement with families and/or the community	

Standard 6.2 is rated	
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Evidence for Standard 6.2

Quality Area 6 summary

QA6 Minor Adjustment Notes

QA6 Quality Improvement Plan Notes

QA6 Compliance Notes

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

Quality Area 6 is rated

Quality Area 7 – Governance and Leadership

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

Demonstration of Exceeding themes for Standard 7.1	
<p>Practice is embedded in service operations</p> <p>Practice is informed by critical reflection</p> <p>Practice is shaped by meaningful engagement with families and/or the community</p>	

Standard 7.1 is rated	
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Evidence for Standard 7.1	

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

Demonstration of Exceeding themes for Standard 7.2

Practice is embedded in service operations Practice is informed by critical reflection Practice is shaped by meaningful engagement with families and/or the community	
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Standard 7.2 is rated

Evidence for Standard 7.2

Quality Area 7 summary

QA7 Minor Adjustment Notes

QA7 Quality Improvement Plan Notes

QA7 Compliance Notes

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

Quality Area 7 is rated

Assessment and rating summary

Quality Area 1 is rated

Quality Area 2 is rated

Quality Area 3 is rated

Quality Area 4 is rated

Quality Area 5 is rated

Quality Area 6 is rated

Quality Area 7 is rated

Overall rating

Summary comments

Your service is acknowledged for its achievements in Meeting all quality area standards.

This demonstrates the commitment to quality by educators and staff. It is recommended that your service continue to reflect on current practices to maintain and improve the quality outcomes evident during this assessment and rating process.

Minor adjustment notes summary	
Quality Area 1 is rated	
Quality Area 2 is rated	
Quality Area 3 is rated	
Quality Area 4 is rated	
Quality Area 5 is rated	
Quality Area 6 is rated	
Quality Area 7 is rated	

Quality improvement plan notes summary	
Quality Area 1 is rated	
Quality Area 2 is rated	
Quality Area 3 is rated	
Quality Area 4 is rated	
Quality Area 5 is rated	
Quality Area 6 is rated	
Quality Area 7 is rated	

Compliance notes summary

Quality Area 1 is rated

Quality Area 2 is rated

Quality Area 3 is rated

Quality Area 4 is rated

Quality Area 5 is rated

Quality Area 6 is rated

Quality Area 7 is rated